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# The development of self-directed learning : a systematic approach utilizing human relations skills in the classroom.

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THE DEVELOPMENT OF SELF-DIRECTED LEARNING:  
A SYSTEMATIC APPROACH UTILIZING HUMAN RELATIONS SKILLS IN THE CLASSROOM

A Dissertation Presented

By

ALICE JEAN SCHLEIDERER

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1979

School of Education

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A SYSTEMATIC APPROACH UTILIZING HUMAN RELATIONS SKILLS IN THE CLASSROOM

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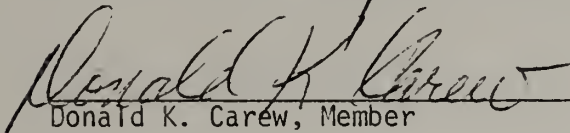
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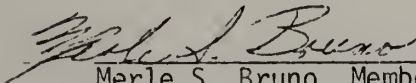
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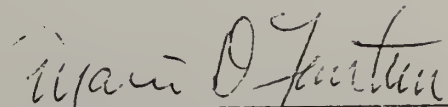
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## ABSTRACT

### The Development of Self-directed Learning: A Systematic Approach Utilizing Human Relations Skills in the Classroom

February 1979

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Ed.D., University of Massachusetts

Directed by: Professor Allen E. Ivey

Two basic questions are asked in this project dissertation--How can a teacher implement a program of self-directed learning in a course or in a classroom? What is the role of human relations training in self-directed learning? The central purpose of this dissertation is the development and evaluation of a theoretical/practical model which answers these questions.

The paper's major premise maintains that teachers can help students grow in their capacity for self-directed learning if the teachers can competently use the seven human relations skills fully described in the text (active listening, creating a safe environment, feedback, group dynamics, non-verbal communication, relaxation, effective leadership). The use of these skills is in conjunction with the use of a distinct structure continuum (which gradually shifts the source of classroom structure from the teacher to the students over the course of the term or year), and with both an emphasis on the students' selves and with an effort to build a cooperative, trusting group within the classroom.

Three major trends in the literature which provide support for the

thesis are found in readings in existential psychology, self-directed learning, and human relations.

The model presented in the dissertation was implemented in two different project classes offered at the Tatnic Hill School, a small private alternative high school in southern Maine. With eight students in each course, ranging in age from 13 years to 17 years, there were 70% girls and 30% boys. The implementation was observed by two outside professional educators, who, along with the involved teachers and students, provided data used in evaluating the model.

The 'empirical' variety of action research was employed for evaluation. The four basic steps in this type of evaluation included: performing the intervention (implementing the dissertation model); keeping a daily record; making an assessment of the effects of the intervention; making changes according to the results.

The results of the evaluation process clearly indicated that the students, teachers, and outside observers all believed that the model was used as described; the students did develop, in varying amounts, self-direction; the students learned the basic course material; and the model seems sound for helping to develop self-direction in learning.

## TABLE OF CONTENTS

	<u>Page</u>
CHAPTER I. INTRODUCTION.....	1
Purpose of the Project.....	1
Definitions: Self-Directed Learning and Human Relations Skills.....	2
The Theoretical Model.....	7
The Working Model for Self-Director.....	13
CHAPTER II. REVIEW OF THE LITERATURE.....	16
Self-Directed Learning.....	16
Human Relations.....	34
Existential Psychology.....	61
CHAPTER III. PROCEDURE.....	78
Settings.....	78
Instructors.....	80
Students.....	81
The Courses and Implementation of the Model.....	85
Evaluation.....	100
CHAPTER IV. THE THEORETICAL/PRACTICAL MODEL.....	103
Overview.....	103
Stage One--Orientation.....	109
Stage Two--Variation.....	142
Stage Three--Beginning Student Direction and Stage Four--Working Student Direction.....	151
Summary.....	161

	<u>Page</u>
CHAPTER V. EVALUATION.....	164
The Evaluation Method.....	165
The Evaluation.....	168
Evaluation Summary.....	213
The Model's Limitations and Areas for Improvement.....	214
Chapter Summary.....	222
CHAPTER VI. SUMMARY.....	224
General Questions.....	224
Supporting Literature.....	224
Major Hypothesis.....	226
Method.....	227
Results.....	228
Implications.....	230
Conclusion.....	231
BIBLIOGRAPHY.....	233
APPENDIX A.....	240
APPENDIX B.....	276

## LIST OF TABLES

	<u>Page</u>
Table 1. Biographical Information on Students in the Miscel- laney Course.....	83
Table 2. Biographical Information on Students in the Salt Marsh Course.....	84
Table 3. The Role of Human Relations Skills.....	107
Table 4. The Four Stages.....	108
Table 5. Evaluation of Model Using the Empirical Variety of Action Research.....	167
Table 6. Summary of Student Responses to Question Number One.....	170
Table 7. Summary of Observers' and Team Teachers' Responses to Question Number One.....	180
Table 8. Summary of Answers to the Four General Evaluation Questions.....	215

## LIST OF FIGURES

	<u>Page</u>
Figure 1. Structure Continuum.....	105

# CHAPTER I

## INTRODUCTION

How can a teacher implement a program of self-directed learning in a course or a classroom? What is the role of human relations training in self-directed learning? The central purpose of this dissertation is the development and testing of a theoretical-practical model to answer these questions.

This thesis is written for educators who value an independent style of learning. Material in the field of education is sometimes "pure" theory and lacks practical, usable implications. On the other hand, simple manuals or "cookbooks" on classroom techniques lack a philosophic base and rationale. If this dissertation is to be effective, it must bring together theory and practice in a working model which: (1) is replicable by other teachers who already have the necessary human relations skills; or (2) holds enough promise for those without these skills to consider training in this area.

### Purpose of the Project

This dissertation will take self-direction and human relations skills and illustrate how they are used in a working setting within an alternative high school, the Tatnic Hill School. It will present a practical model, along with its theoretical underpinnings, as it was implemented in two different courses taught at this small, private high



school in southern Maine. The paper presents these project classes in order to clearly describe and define the author's model for employing human relations skills in developing student self-direction. Through reviewing the implementation of the model in these two courses, the reader is given an illustration of the components involved in this model and how it works in the classroom setting.

Definitions: Self-Directed Learning and Human Relations Skills

Briefly looking at the definitions of self-directed learning and human relations skills, we can begin to see how the two are related. Self-direction in learning means allowing learning to be initiated out of a student's interest. This can lead a student to value his/her own questions highly enough to ask them and to pursue satisfactory answers. Self-directed learning is the use of questions as tools for gathering information rather than merely as indicators of one's own ignorance. The student in a self-directed course or classroom is not kept back by those slow to grasp course material, nor forced to confusion by those who keep a rapid pace. Developing self-directed learning is developing the capacity for making one's own decisions and taking responsibility for one's own learning.

The term human relations refers to the interpersonal relations and processes that go on between people. An understanding of these processes can help a leader or teacher move an individual or group in the agreed-upon direction. "At every level of education, from elementary school to programs for adults, those teachers who know how to help groups form and mature can release powerful forces to support individual



learning" (Bradford, 1962, p. 2). The human relations topics we will be exploring within this paper include: creating a safe environment (Rogers, 1969), leadership behavior (Hersey & Blanchard, 1969), relaxation (Gunther, 1968), feedback (Jenkins, 1948), active listening (Rogers, 1961), non-verbal communication (Ivey, 1971), and group process (Benne & Sheats, 1969; Schein, 1969).

Competence in these human relations skills can serve the educator in two ways. First, it can help her or him understand what is going on within or between individuals. Second, it can aid in facilitating individual and group goals in learning. If students feel themselves to be in a safe environment where they and the teacher can be relaxed, they are more apt to openly share their interests, enthusiasm, and doubts. Further they will be more willing to explore their confusion when bogged down in their learning process. A teacher with the ability to actively listen, give appropriate feedback, understand and direct the group's forces in a way that builds rather than impedes the attainment of group and individual goals can serve as a powerful force in the development of self-directed learning (Bradford & Lippitt, 1961; Golembewski & Blumberg, 1970). A teacher having these skills is likely to be sensitive to both individual students in their needs and aware of the group in its needs. Being in touch with each student and the whole group's development allows the teacher to make more appropriate lesson plans and respond more effectively for the long range goal of self-direction in learning.

## The Need

Certain changes are necessary in our nation's school systems if we are to claim honestly to educate people. The present educational system seems to value only the marketable commodity called a diploma. Yet a simple slip of paper indicating high school graduation no longer guarantees that a person can even read and write beyond the fifth grade level, much less does it guarantee that the holder is a thinking and informed citizen on whom a democracy is ultimately dependent. In order for a democracy to survive, its citizens must be literate people who can see clearly, think critically and make appropriate decisions. This has been a rationale for our nation's public education since its inception. A good education therefore is an education that helps develop this clear thinking citizen. This thesis purports that an effective way to develop this kind of citizen is through a type of education intrinsic to the individual. If the direction of his/her education comes from within, it will be the most meaningful and clear.

We have standardized our education in this nation as though the same procedures fit nearly all students (Holt, 1969; Kozol, 1967; Leonard, 1968). However, we do not have standardized people; each person is unique (Maslow, 1968; Kierkegaard, 1944). The following statement comes from two educators who were concerned with this problem twenty years ago.

Each child has a pattern of growth built into his organism. His temperament, reaction time, size, and coordination control to an extensive degree. . .the way in which he must behave. We secure the most effective results by working with the child's uniqueness.

If we treat each child as unique, we will have no mold into

which to press all children. . . . Our concern with uniqueness will lead us to help each child secure the nourishment his soul requires. Not all babies have the same formulae. Now will the same time schedules be imposed on all. . . . Uniformity has become a fetish with the American people, narrowing their enjoyment and appreciation as well as handicapping creative intelligence (Lane & Beauchamp, 1955, p. 190).

The present 'standardized' education can be contrasted with a more natural or 'organic' approach. This approach emphasizes the importance of natural processes and cycles. Working with natural processes and cycles, rather than in spite of, or in opposition to them, is usually a much more effective longrun way of living on the earth (Storer, 1953). The organic farmer is an example of a person working with nature. This person knows that:

soil is a living, breathing organism, and because it is alive it should be fertilized and cultivated in a manner as close as possible to nature's own methods. . . . If the cycle of life wasn't preserved (i.e. returning plant and animal wastes to the soil and avoiding synthetic and soluble fertilizers with their toxic residues), future generations would be faced with declining fertility, hunger, and increases in disease and pollution (Rodale, 1971, p. 9).

Rodale proclaimed that the organic method is to know and understand the lessons of nature and to use that knowledge. This point of view has important implications for education in general and this dissertation in particular. Organic teaching does not upset the individual's natural patterns. It requires that both teacher and students recognize and respect the 'nature' of the learners--personal learning pace, moods, strengths, weaknesses, interests, goals, and so forth. For the learner this means developing a sense of self--self-knowledge, self-respect, and self-awareness. For the educator this means developing an atmosphere

which is conducive to developing this sense. In addition, it means respecting the integrity of each student. With these two developments the learner and the teacher can more readily create a learning approach which fits the individual student. The more a student understands, is in touch with, and accepts him/herself, the better the chance that, with the aid of the teacher, an intrinsic, relevant approach to learning will emerge due to the student's direction in the process. This is the reason for, and the meaning of, self-direction in learning.

This author maintains that self-directed learning is a natural or organic way to learn. If "education is not something to be forced upon children from without, but is the growth of capacities with which human beings are endowed at birth" (Dewey, 1962, p. 1), what better way of cultivation than an organic one? "Children have a style of learning that fits their condition, and which they use naturally and well until we train them out of it" (Holt, 1969, foreword). But when students are self-directed in their education, there is less risk of destroying this productive style of learning. Thus it is through student self-direction that we maintain a sound approach to education.

In presenting a rationale for this dissertation, the following has been presented thus far:

- the need for change in the present educational system;

- the importance of stressing individual development over uniformity;

- the effectiveness of an organic approach to education (i.e. understanding and responding to the nature of each student); and



student self-direction in learning as an appropriate method in education.

At this juncture it is apparent that what is needed is a means for developing student self-directed learning. One potential tool is the teacher's use and understanding of human relations skills. The effectiveness of an organic approach to education--understanding and responding to the nature of each student--is dependent upon the skills of the teacher. Getting to know the "nature" of an individual does not occur automatically. If a teacher is to be able reliably to get to know students' individual natures, recognize their moods, and to accept them for who they are, that teacher would greatly benefit by having human relations skills either gleaned through on-the-job experience, or obtained through training. Having human relations skills not unlike a counselor, the teacher is better equipped to guide each pupil to a fuller self-knowledge, self-awareness, and self-acceptance. And these three capacities are crucial in the foundation for developing self-direction in learning.

### The Theoretical Model

Existential, or humanistic, psychology provides the theoretical rationale for using human relations skills as a method in the development of student self-directed learning. This approach in psychology consistently purports that the aim of therapy is the development of human potential (Maslow, 1968; Perls, 1966). The means for reaching this goal is the individual learning how to take responsibility for his/her own life (taking responsibility for making decisions, acting on one's

will, taking one's life in one's own hands) (May, 1960, p. 43). According to Maslow (1960, p. 59) "the goals of education, therapy, and childrearing are singular." If we, in education, agree with this, we, too, must concern ourselves with the development of human potential. Further, if we agree with the existential approach to reaching this goal, we must concern ourselves with individuals learning how to take responsibility for their own lives. Self-directed learning is one such area of taking responsibility for one's life and it generalizes to other dimensions of living.

The origin of the existential movement in psychology is comparatively recent, its roots being in both European and American soil. On both sides of the Atlantic psychologists were simultaneously coming to the same conclusions by responding to something real outside themselves. "This something real is, I believe, the total collapse of all sources of values outside the individual" (Maslow, 1960, p. 53). On both continents the faith in society's values began to decline with the destruction wrought by two world wars, the Nazi atrocities, the decline of the Church's influence, the God Is Dead movement, and other major social changes. "There is no place else to turn but inward, to the self, as the locus of values" (Maslow, 1960, p. 54). With this turning to the self there comes the desire to develop "the ideal, authentic, . . . human being" on the part of the therapist, educator, and parent. They share the ideal goal of developing human potential to its highest.

The existential approach includes will and decision as key elements in the process of developing human potential. This is the taking of responsibility for one's own life (or one's own learning). In therapy

"sooner or later the patient must make some decisions, learn to take some responsibility for himself; but the theory and technique of most psychotherapy tends to build on exactly the opposite. . . . The very name 'patient' proposes it!" (May, 1960, p. 43). The existential approach puts decision and will back into the center of the picture. It does the same in education where presently the opposite is predominantly found. Developing self-directed learning is developing the capacity for and the use of making one's own decisions and taking responsibility for one's own learning. With this as the goal, the educator or therapist must first help to create a solid foundation for self-direction. This is done by developing a strong sense of self as the locus from which self-direction comes. Students or clients can most readily get direction from within when they have a sense of who and how they are. According to Rogers, the therapist works with the client to develop his/her sense of self in order to "become the architect of his own future" with the goal to become "an autonomous human person, able to be what he is and to choose his own course" (1960, p. 88).

Using the discourses on self and sense of self of May, Moustakis, Bugental and others (Kierkegaard, 1944; James, 1961; Watts, 1968; Stevens, 1970), the author has broken the concept into three components in order to understand more clearly how it is used in this paper. The three components which make up a sense of self are: self-knowledge; self-awareness; and self-acceptance. Self-knowledge is knowing one's own strengths, weaknesses, areas of competence and confidence, areas of ignorance and insecurity, best styles of learning, how varied moods affect oneself, etc. It is recognizing learning blocks and plateaus, and

knowing growth and change to be part of the pattern of living. Self-awareness is the consciousness of how one is in the present: how one is feeling (physically and emotionally); thinking; and doing. It is being aware of one's present mood, energy level, life pressure, and so forth. Self-acceptance is the sense of one's own integrity and uniqueness (Moustakis, 1959). It is the ability to say, 'I am who I am, with all my strengths and weaknesses, and that's okay.' It is the ability to love oneself.

In order to illustrate how these three elements work to help build self-direction in learning, we shall consider an imaginary student named Sally. After four years of working toward this goal, Sally is finally self-directed in her learning. She has developed a sufficient degree of self-knowledge, self-awareness, and self-acceptance to be able to effectively plan, carry out, and evaluate her own learning activities. To see how knowing, being aware of, and accepting herself worked to help develop an ability in self-direction, we will look at one personality trait that affects Sally's learning.

Sally knows herself well enough to recognize her inclination for procrastinating. She does not really like her procrastinating response to difficult tasks, but she does accept that that is how she often responds. Knowing and accepting this about herself, she no longer feels the weight of guilt and self-hate which she used to feel (which only led to a vicious circle of more procrastination). Now she is able to plan her activities with better success. She knows all the little signs that work is not going to get done in the allotted time--urges to eat (usually something which needs preparation), a last minute desire to



tidy up her room, conversations with others lasting longer than usual, and even wanting to do an ordinarily distasteful task before settling down to work (such as washing all the dirty dishes). She knows she procrastinates. She knows the numerous ways she can do it. She also has enough self-awareness to notice when she begins to give in to her sneaky habit. She notices that the sink of dirty dishes has taken on a sudden allure. She is aware that the desire to fix a complicated sandwich is coming from her head, not her stomach. She is conscious of hoping that the telephone will ring.

This awareness gives Sally the opportunity to change the direction of her own behavior. With this awareness, she is better equipped to take responsibility for her own learning.

Over the last four years, Sally has discovered certain methods that work for her. She now knows that with a clear, private, usable space at which to work; a given time by which she must be at work; the support of those with whom she lives to not talk with her; she can beat her procrastinating response.

Granted, there are still times when procrastination wins out over work--but Sally is able to accept this, too. She sees that change is usually a slow process if it is to be lasting. So she accepts her backslides gracefully.

Sally's acceptance of herself plays another major part in her self-directed learning--it is a crucial element for evaluating her own work. Being able to evaluate one's own efforts demands that one is able to see oneself rather clearly. The more one is able to accept of oneself, the more clearly and fully one will be able to see oneself (both one's

strengths and weaknesses). Thus self-acceptance is crucial for self-evaluation. Sally cannot learn anything from her mistakes if she is not able to even admit she has made them! If she cannot accept her weaknesses or failings, she becomes blind or defensive and remains unable to grow in those areas. If Sally has so little self-acceptance and such a low self-concept that she does not even recognize her clear successes because to her everything she does seems to be of poor quality, she remains stagnant in these areas, too. If students want the responsibility of directing their own learning, then they must be able to evaluate their own work or behavior. In order to do this effectively the students must be able to accept both their strengths and weaknesses.

With Sally, we have looked at only one personal trait which affects her learning. We could have selected any of a number of traits or areas of personal knowledge to examine (e.g., how hunger affects one; what outside pressure does to the individual; what effects moods have; etc.). Again we would have noted how the student's knowledge of this trait's influence, the acceptance that this trait does influence the person a certain way, and the awareness of the influence when it is happening, would provide the student with the opportunity for taking a greater responsibility for his/her own learning. Developing self-knowledge, acceptance, and awareness increases one's ability to take responsibility for one's own learning, to make one's own decisions, and generally to develop one's own human potential.

Training or experience in human relations skills is invaluable to the teacher interested in developing student directed learning. It provides tools for developing student sense of self. The training a coun-

selor receives in order to be effective in helping people take the reins of their own lives is just as valuable to the teacher who wants students to be able to take the reins of their own education. Thus learning what goes into creating a safe environment, how to listen effectively, how to give feedback skillfully, how to work with group dynamics efficiently, and so forth, are all ways that teachers can improve their ability in spawning self-direction in their students.

An educator who values developing human potential through student self-direction must be able to help students develop the ability to be self-directed. One way to do this is to help students develop their own selves, that is to develop more fully their sense of self. Development in self-knowledge, awareness, and acceptance is one way of developing a sense of self.

### The Working Model for Self-Direction

The working model is a systematic program designed to lead toward student self-direction. This model has been used successfully by the author in various settings, including undergraduate courses and workshops at the University of Massachusetts and at St. Michael's College in Vermont, as well as in general secondary school courses taught at the Tatnic Hill School. The basic purpose of this dissertation is to describe and define this working model. With this in mind, two specific courses taught at Tatnic that used this model will be presented in this paper. These two courses, taught during 1977, were carefully monitored, observed, recorded and evaluated to provide an important component for the presentation of the model in this dissertation. Not only will we

consider the model's implementation as seen in these two courses presented in Chapter III, we will, in Chapter IV, survey both the theoretical and practical aspects of the model as well.

In order to see this systematic program more clearly, the model will be presented in four developmental stages. In each of these stages we will look at three key factors affecting students' growth in self-direction.

The first factor is the question of structure. In this model there is a definite structure continuum which starts with teacher-directed activities at the beginning of the course and moves toward a high degree of student-directed activities. The second factor which affects students is the influence of the group. This model emphasizes building a low-threat, cooperative, and open group atmosphere in the classroom. The final factor we will look at will be the model's emphasis on the self--furthering students' sense of self through growth in self-knowledge, self-awareness, and self-acceptance.

Later in this paper we will examine more closely each of these three elements at each stage. Two different courses will be used to illustrate the model. We will take note of the activities of the teacher, individual students, and the group as a whole to see how they are connected to the above mentioned factors. In examining these courses we shall see how the teacher's use of human relations skills is of major importance for the model's success.

The structure of this dissertation will take the form of a paper presented in six chapters. This first chapter has already presented the reader with an overview of the dissertation including a definition of



the paper's central purpose, a review of the need, definitions of key terms, both a theoretical and working model. The last of this chapter gives a summary of the paper's entire structure.

Chapter II will be a review of the literature pertinent to this model. The three main areas of literature covered include readings in self-directed learning, in the area of human relations skills, and in the general field of humanistic/existential psychology.

Chapter III will describe the procedure for using this model in developing self-directed learning. The school setting, the students, and the two courses involved will be reviewed. The evaluation for the model will be presented first in this chapter and then looked at again in depth in Chapter V.

Chapter IV will present the theoretical/practical model and discuss how it is used in the two courses.

Chapter V will consist of the evaluation of the model as used in this project.

Chapter VI will succinctly summarize the whole paper.

## CHAPTER II

### REVIEW OF THE LITERATURE

The overall purpose of this chapter is to present three major trends in the literature which support the need for this thesis. The first area of literature will define, discuss, and present a background for self-direction in learning. The second area to be presented is literature from the Human Relations field which relates to the development of self-direction. The third area covered provides a philosophic base as a background for this thesis; this literature is in the area of existential or humanistic psychology. We will look at each of these three trends in turn and then conclude the chapter with a synthesis to illustrate how they support the need for this dissertation.

#### Self-Directed Learning

Self-directed learning will be our first focus in reviewing the literature. In order to establish a clear understanding of what is meant by this term, we will review a variety of definitions for self-direction in learning and present a synthesis which will be our working definition for this paper. Next we will look at how this type of learning is discouraged in both schools and society. This will be followed by a presentation of the value of self-directed learning and why it should be encouraged. Next, we will look at how the socialization process affects self-direction. And finally, we will look at some methods for aiding the development of student self-direction in today's schools.

In closing, we will summarize this section of the literature.

Definitions of self-directed learning. Self-direction in learning involves the ability to define one's own interest and to successfully pursue answers to one's own questions. It also involves working at one's own pace and being able to motivate oneself to work. Further, it is the word 'self' in the term 'self-directed learning' that is the key word. Kline (1971) strongly states that learning must have its direction, or its roots, from within the learner (p. 58). And his viewpoint coincides with Jouard's (1967) who writes: "Independent learning entails the experience of fascination; the fascination is a response to an invitation of challenge by the world" (p. 93). This fascination is the key which opens the door to discovery, and thus learning. Dewey (1962), a strong advocate of encouraging a child's curiosity and natural interests, sees "learning through discovery" as an incredibly powerful means for learning (p. 1). The child, who is the discoverer, brings energy, enthusiasm, and tremendous motivation for learning because he/she is following a personal fascination, not something insisted upon by the teacher. And to go one step further, Lederman (1969) states that she sees the educator's task that of "creating an environment for discovery", discovery of the self and self-discovery (p. 63).

Rogers (1969) gives an excellent definition of self-directed learning in his listing of the crucial elements involved in what he calls "significant or experiential learning" (p. 5).

It has a quality of personal involvement--the whole person in both his feeling and cognitive aspects being in the learning event. It is self-initiated. Even when the impetus or stimulus comes from the outside, the sense of discovery, or

reaching out, of grasping and comprehending, comes from within. It is pervasive. It makes a difference in the behavior, the attitudes, perhaps even the personality of the learner. It is evaluated by the learner. He knows whether it is meeting his need, whether it leads toward what he wants to know, whether it illuminates the dark area of ignorance he is experiencing. Its essence is meaning. When such learning takes place, the element of meaning to the learner is built into the whole experience (p. 5).

In summation, self-directed learning involves the ability to:  
recognize one's own interests (curiosity, fascination); use one's own  
questions for inquiry; work at one's own pace; pursue satisfactory an-  
swers (discovery); and evaluate one's own course of inquiry (the ques-  
tion of meaning). This type of learning comes from within the individ-  
ual (self-initiated) and thus motivation for work is from the students.  
Typically there is a sense of excitement and enthusiasm connected to  
this type of learning as the students take a hold of their own learning.

The discouragement of self-direction in learning. Looking at our own nation and its response to self-direction in learning, we can see where there is a conflict. Society demands that our children are reared to work well within the established community. For that matter, according to Jouard (1967), every society "has a vested interest in maintaining a status quo, or at the least, it will tolerate only a slow rate of social change. The entire socialization and training process, which includes our schools and universities, aims at producing a typical personality and some specified kind" (1967, p. 83).

Even though our nation is rooted in ideals of 'rugged individualism', in actuality we have evolved into a society that depends upon its citizenry conforming to the norm. Fromm waxes eloquently on this topic



in the foreword of Neill's book Summerhill (1960):

Our economic system must create men who fit its needs; men who cooperate smoothly; men who want to consume more and more. Our system must create men whose tastes are standardized, men who can be easily influenced, men whose needs can be anticipated. Our system needs men who feel free and independent but who are nevertheless willing to do what is expected of them, men who will fit into the social machine without friction, who can be directed without any aim except the one to 'make good' (p. xi).

The industrialized society depends upon great numbers of people willing to buy, work, and play with a great deal of conformity.

One of the major points that Kline (1971) makes in his book Education and the Personal Quest is that the nation's schools play a large part in developing a herd mentality in their students. Holt (1970) explains what others, too, profess (Silberman, 1970; Rogers, 1969; Neill, 1960) to be true throughout the educational system of today:

We encourage them [students] to feel that the end and aim of all they do in school is nothing more than to get a good mark on a test, or to impress someone with what they seem to know. We kill not only their curiosity, but their feeling that it is a good and admirable thing to be curious, so that by the age of ten most of them will not ask questions, and will show a good deal of scorn for the few who do (p. 209).

Jouard (1967) furthers this point with his strong statement that most children soon learn that "it is dangerous or futile to become interested in something, to learn for oneself. It is only safe to learn from the teacher or for society's approval" (p. 81). He elaborates upon this viewpoint by saying that the nation's teachers:

have been commissioned by social leaders to shape youngsters to an acquiescent mold. They implement their commission by

invalidating a child's experience of spontaneous curiosity and fascination with respect to the world. They insist he learns only when and what he is taught. He must learn for others (p. 81).

Although Jouard's statement is a rather harsh accusation, other educators, in less dramatic terms, tend to support this point. Silberman (1970) criticizes the schools for not only setting the curriculum almost entirely without reference to the individual child, but for creating a student totally dependent on the teacher. He strongly states that most schools "define education as something teachers do to or for students, not something students do to or for themselves, with a teacher's assistance" (p. 135). Kohl's (1967) entire book reviewing the school life of the thirty-six children in his classroom, portrays these lives to be filled with anxiety, fear, and boredom with irrelevant school activities. The school not only discouraged spontaneous curiosity in these ghetto black children, it systematically denied their life experiences by providing curriculum meant for middle class white children.

In an attempt to maintain our vast and complex society and to sustain our prominent role in the world we have, as a nation, ordered and controlled the education of our children. By tightly controlling education we have, however, stifled the spontaneity of children in their learning, and will, in the long run, lose rather than gain the benefit of future creative and imaginative citizens who can work toward solving our nation's problems.

The value of self-directed learning. At this point we have reviewed the working definition for self-directed learning and we have

examined how schools and society still discourage this type of learning. Now we will explore some important reasons for encouraging a self-directed approach to learning in our nation's schools. Looking at three different lines of thought, we will hopefully provide a strong and clear statement on the importance of providing this type of education. First, it is a very effective method for learning (Holt, 1969); second, it is quite possibly the "natural" way humans learn (Neil, 1960); and third, the future our nation faces demands that people know how to learn on their own in order to keep up with the vast and constantly developing pool of knowledge (Silberman, 1970).

An important reason for developing student self-direction is the effectiveness in learning this approach offers. Dewey (1956) proclaims that subject matter cannot be put into a child from without. Learning, an active function on the part of the learner, involves the child's mind reaching out--it is an organic assimilation starting from within the child. Dewey (1956) goes on to state that "the only significant method is the method of the mind as it reaches out and assimilates" (p. 9). Presentation of subject matter devoid of any "organic connection with what the child has already seen and felt. . .makes the material purely formal and symbolic" (p. 9). Without provision for making the material alive and personally connected to the learner, the subject matter is doomed to mere memorization at best, and complete lack of integration at worst. The motivation for learning is missing when subject matter is presented as a "lesson to be learned as a lesson" (Dewey, 1956, p. 25). There is no link between the students, with their aims and interests, and the subject matter. Bright students will be able to memorize

the material and hold it long enough to be tested (although not all such students are willing to do so these days). The slower students will grasp bits of meaningless pieces to do with it the best they can.

Dewey and Dewey (1962) maintain that the type of learning which originates from within the learner is a powerful method. They clearly illustrate this with the following:

The first years of learning proceed rapidly and securely before children go to school, because that learning is so closely related with the motives that are furnished by their own powers and the needs that are dictated by their own conditions. Rousseau was almost the first to see that learning is a matter of necessity; it is a part of the process of self-preservation and of growth.

But schools are always proceeding in a direction opposed to this principle. They take the accumulated learning of adults, material that is quite unrelated to the exigencies of growth, and try to force it upon children, instead of finding out what these children need as they go along (p. 2).

Fifty years later another prominent educator writes about the very same phenomenon:

It is before they get to school that children are likely to do their best learning. Many experts agree that this is so, though they differ about the reason. I believe, and try to show here, that in most situations our minds work best when we use them in a certain way, and that young children tend to learn better than grownups. . . because they use their minds in a special way. In short, children have a style of learning that fits their condition, and which they use naturally and well until we train them out of it. We like to say that we send children to school to teach them to think. What we do, all too often, is to teach them to think badly, to give up a natural and powerful way of thinking in favor of a method that does not work well for them and that we rarely use ourselves (Holt, 1969, foreword vii).

Many other modern educators write about the power of learning from one's own interests and needs (Goodman, 1965; Ashton-Warner, 1963;



Friedenberg, 1965; Dennison, 1969; Silberman, 1970). Whether it be with the teacher-provided order of Dewey (1962) or the completely student-provided structure of A. S. Neill (1960), they are speaking of the great strength of self-directed learning.

Why is this approach to learning so effective? Quite possibly it is because it comes closest to the natural way humans learn--"man is by nature a learning animal. Birds fly, fish swim; man thinks and learns" (Holt, 1969, p. 189). So if we can provide within our schools the opportunity for students to learn in a way most like the way they would learn 'naturally', the belief is that the student will learn more effectively--"both rapidly and permanently" (Holt, 1969, p. 189).

Recent insights from the behavioral sciences have expanded our conceptions of human potential through a recasting of the image of man--from a passive reactive recipient to an active, autonomous, and reflective being. . . . Educators are giving increased attention to implementing in practice the recognition that the learner has both the capacity and the need to assume responsibility for his own continuing learning (Gleason, 1967, p. v).

Holt (1969) supports this idea that humans are naturally "active, autonomous, reflective" beings. Young children are curious--they want to make sense out of their world, to find out how things work. They want to gain competence and control over themselves and their environment. The things they most need to learn, they most want to learn. They have enormous energy for learning. Young children learn on their own, out of their own interest and curiosity--not to please or appease teachers. A young child's 'naturally' eager, energetic, and independent learning is undeniably an effective method. Along with many edu-

cators this paper purports that self-direction is the critical component in this method of learning.

The third reason to be presented for encouraging self-direction in learning deals with the concern for tomorrow. We cannot accurately predict details of the future which today's children have before them. However, it would be a grave injustice to prepare them for a future which looked like the world as we know it today.

To be 'practical,' an education should prepare them for work that does not yet exist and whose nature cannot even be imagined. This can only be done by teaching them how to learn, by giving them the kind of intellectual discipline that will enable them to apply man's accumulated wisdom to new problems as they arise--the kind of wisdom that will enable them to recognize new problems as they arise (Silberman, 1970, p. 114).

Silberman (1970) goes on to say that as educators we must strive to bring students to a point beyond which they can educate themselves. To be able to educate oneself, a person must have both the desire and the capacity to learn for oneself, to dig out what one needs to know, as well as the capacity to judge what is worth learning.

Rogers (1969) views the future much in the same way as Silberman and with a similar view on the direction education should take:

Teaching and the imparting of knowledge make sense in an unchanging environment. This is why it has been an unquestioned function for centuries. But if there is one truth about modern man, it is that he lives in an environment which is continually changing.

We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives the basis for security (p. 104).

It is with this view that the author presents self-direction in learning to be a critical component in today's education. The future, with its unpredictable variety of important areas of knowledge, demands that people are able to learn on their own in an effective way. Thus we need to provide that kind of training in our schools of today.

We have reviewed three different factors that support the value of self-direction in learning: its effectiveness, its natural quality, and its relevance for the future. Next we will look at the problem of socializing new members of society without destroying their individuality and unique qualities.

Effects of socialization. For a society to continue, it must rear its young according to its cultural ways for both the sake of the child and of the society as a whole. To not give the special tools of living within a given culture to a child growing up in that culture in the name of protecting personal autonomy would be a disservice to that child. A smooth continuity in the development of a particular society is dependent upon its youth indirectly filling the gaps left open by those passing out of the society through death.

However, the socialization process need not be a de-personalization process. Society can provide norms and standards without destroying a child's self-direction in learning. Children must be shown the ways of their group; they must be trained so that they can function smoothly in their culture. But they must also be able to transcend this training and learn for themselves if they are to experience their lives as meaningful and if the society in which they live is to grow and change. As Jouard (1967) puts it:

The question is how to reconcile the contradictions between teaching children for society without the loss of freedom and capacity to go beyond what they have been taught. . . . In any of the arts. . . we wish the learner to commit himself to objectives beyond the mastery of exercises and techniques, which is actually learning experienced by the learner as learning for the teacher. . . . If the teacher has been effective, he will have shown his pupil that techniques are no more than a beginner's set of tools to be used up to the point that some impasse is reached (p. 82).

Anthropologist Dorothy Lee (1967) states that learning cannot take place without the help of society, or what she calls synergy, the collaboration of individual and society:

A synergy does not violate the autonomy of the individual. The individual experiences through himself, is motivated within himself, but needs society to enable him, to evoke him, to encourage, to guide him in strengthening himself into becoming a person who can be autonomous. . . . When this autonomy is firmly recognized, and firmly established, the parent or teacher does not have to watch his actions so as not to interfere with the autonomy. . . . A child learns to see with his own eyes, while he accepts the cultural given, the definitions and rules, just as I accept the rules of the English language without losing my individuality or feeling a loss of personal dignity (p. 60 & 62).

Rules become tools or techniques for obtaining knowledge the student desires. As long as we protect each child's autonomy during the socialization process, until he/she has developed a strong sense of self, we do not run the risk of destroying the child's individuality in order to teach the child how to live within a given society.

Developing self-directed learning. The last portion to be presented in the area of self-directed learning deals with the issue of how we, as educators, can encourage the growth of self direction. We will look at the importance of guidance, interpersonal influence, the teach-



er's behavior and attitude, the value of classroom structure, and the significance of evaluation.

Looking at the importance of guidance, let us consider the proposition that children need guidelines. Not one of the educators cited in this paper promotes or condones absolute permissiveness. Neill (1966), perhaps one of the foremost libertarians in education, wrote an entire book on the crucial difference between freedom and license. His theme in the book Freedom Not License is a message to parents that guidelines are necessary for children.

Dewey and Dewey (1962) write very clearly that interpretation and guidance are appropriate activities for teachers working to encourage self-direction in their students. They believe that a child's present experience is transitional--a sign of certain growth tendencies. The child's exhibitions of power and weakness must be interpreted in the light of some large growth process. A child's tendencies or behavior must be considered not as something in themselves, intrinsically good or bad, but something which fits into a greater whole. Is a negative behavior a child displays simply a reaction to some new development within the child, or is it behavior which needs to be discouraged in order to avoid a fruitless path? To be able to interpret and carefully guide a child is a crucial skill to have as a teacher.

Guidance, according to the Deweys (1962), is clearly a critical factor in education. A child's interest, curiosity, activity, is not an achievement in itself. It is, rather, "leverage" or motivation for further and deeper learning--"its genuine meaning is in the propulsion it affords toward a higher level" (p. 15). The Deweys (1962) clearly

state that to allow a child to hop from interest to interest, willy-nilly, is as unjust as the "continual repression of initiative in conformity with supposed interest of some more perfect thought or will" (p. 16). To do so is allowing the child only tastes of this and that without the opportunity for really digesting any single choice.

However, the Deweys (1962) qualify their use of the term guidance. It is "not external imposition" (p. 17). If the educator does not choose to leave the child entirely alone, allowing whatever the child's present interest is to fill the child's time, and chooses instead to let that interest provide energy for further growth and understanding in the subject, it is not imposing to do so. "It is freeing the life-process for its own most adequate fulfillment" (Dewey & Dewey, 1962, p. 17).

Thus it becomes important to get to know each student in order to better read and understand the student's behavior. The teacher must create an environment which allows and encourages students to express themselves and to become known. With knowledge of each student, the teacher can better plan a course of instruction that will be meaningful and worth the student's while.

Jourard (1967) discusses three aspects of interpersonal influences which affect the growth of independent learning: confirmation, disclosure, and encouragement. "Confirmation means that I recognize the other person as the author of his acts and his utterances" (p. 96). This works to support students in the development of their sense of self, helping them to recognize and own their behavior, be it appropriate or not. An example of disconfirmation would be: 'You weren't being yourself yesterday.' Such a remark leads a person to limiting him/herself

to a range of identity consistent with the opinion of the other. This is clearly a detriment in developing self-direction.

Disclosure of myself with another can serve to facilitate an individual learning on his/her own. To engage in an open dialogue is to disclose to the other how I experience myself and how I experience his/her behavior. (This is also a guideline for effective feedback.) "In dialogue at its best, the participants remain in contact and let their reciprocal disclosure affect one another" (Jourard, 1967, p. 98). Being open and authentic with another is perhaps the most beneficial way to aid the other to be him/herself.

Encouragement is another mode of behavior that aids the self-directed learner. As Jourard (1967) puts it, "The seeking is what is applauded, not solely the successful attainment" (p. 99).

The teacher's behavior and attitude are of foremost importance. They set the stage and are prime movers in creating the classroom environment. Postman and Weingartner (1969) write:

There can be no significant innovation in education that does not have at its center the attitudes of teachers, and it is an illusion to think otherwise. The beliefs, feelings, and assumptions of teachers are the air of a learning environment; they determine the quality of life within it (p. 33).

Dewey and Dewey (1962) speak to the educator on the need for reverence for childhood and patience for growth. They supplement their statement with a quote from Rousseau:

Reverence for childhood is identical with reverence for the needs and opportunities of growth. Our tragic error is that we are so anxious for the results of growth that we neglect the process of growing. 'Nature would have children be chil-

dren before they are men. If we try to invert this order we shall produce a forced fruit, immature and flavorless, fruit that rots before it can ripen. . . . Childhood has its own ways of thinking, seeing, and feeling' (p. 4-5).

Dennison (1969) takes this same thought of Rousseau and advises teachers to allow their students "to meander a bit," not to get caught up in trying 'to save time, but to lose time' (p. 24). He says to let a student-initiated, off-the-topic conversation go for a while, and to join in the talk as a group member.

How much better it is to meander a bit--or a good bit--letting the free play of minds, adult and child, take its own very lively course! The advantages of this can hardly be overestimated. The children will feel closer to the adults, more secure, more assured of concern and individual care. Too, their self-interest will lead them into positive relations with the natural authority of adults, and this is much to be desired, for natural authority is a far cry from authority that is merely arbitrary (p. 24).

Rogers (1969) describes qualities he believes a teacher should have to best facilitate learning: realness, prizing, acceptance and trust, and empathic understanding. In order to help develop self-direction in students, the teacher provides trust, is sensitively empathic, shares his/her own feelings, risks self by expressing his/her own problems and weaknesses, shares ideas thought to be helpful. Basically for the teacher

underlying all of these behaviors is the trust he feels in the capacity of the group to develop the human potential which exists in that group and its separate members. This trust is something which cannot be faked. It is not a technique. The facilitator can only be as trusting as he in fact is (Rogers, 1969, p. 75).



We have looked at various attitudes and behaviors which help an educator in aiding the process of self-directed learning: a reverence for childhood and a patience for growth; trust and realness; acceptance, prizing, and empathy. Rogers (1969) eloquently summarizes how, when a teacher creates

even to a modest degree, a classroom climate characterized by all that he can achieve of realness, prizing, and empathy; when he trusts the constructive tendency of the individual and the group; then he discovers that he has inaugurated an educational revolution. Learning of a different quality, proceeding at a different pace, with a greater degree of pervasiveness, occurs. Feelings--positive, negative, confused--become a part of the classroom experience. Learning becomes life, and a very vital life at that. The student is on his way, sometimes excitedly, sometimes reluctantly, to becoming a learning, changing being (p. 115).

Looking at the value of classroom structure in encouraging students' development in self-direction, we must first define what is meant by this term. The classroom structure this thesis proposes involves a gradual transition from teacher direction to student direction. This gradual transition provides a time for students to develop their ability for self-direction. At the outset of the course, the teacher outlines the course structure, explaining to the students that the teacher will provide most of the direction at the beginning of the course and, as the course proceeds, the students will begin to get a choice in activities, gradually having more and more say in what they do each day. The goal for the end of the course is to have each student working on something of his/her interest, working independently, and working with the teacher acting as a resource person rather than a director of all activities.



Providing structure at the beginning of the course (e.g. assigning uniform class activities) gives the students a definite framework for the course. It does not present the students with a threatening situation of sudden freedom. Hearing on the first day of class phrases such as, 'Do whatever you want to do' or 'What shall we do today, class?' can prove very difficult for a good number of students. Along with Rogers (1969) this author has come to the conclusion that if the author "provides enough limits and requirements, which can be perceived as structure, . . . students can comfortably start to work. . . . Freedom seems less frustrating and anxiety-laden when it is presented in somewhat conventional sounding terms as a series of requirements" (p. 73).

Rogers (1969) later describes how the use of contracts can help to make the transition from complete teacher direction to complete student direction.

One open-ended device which helps to give both security and responsibility within an atmosphere of freedom is the use of student contracts. There is no doubt that this also helps to assuage the uncertainties and insecurities which the facilitator may be experiencing. . . . This enables the pupil to set a goal for himself and to plan what he wishes to do. It provides a sort of transitional experience between complete freedom to learn whatever is of interest, and learning which is relatively free but which is within the limits of some institutional demand (p. 133).

However, as responsible educators, we must consider the questions of readiness and willingness with regard to each student.

It does not seem reasonable to impose freedom on anyone who does not desire it. Consequently it seems wise, if at all possible, that when a group is offered the freedom to learn on their own responsibility, there should also be provision for those who do not wish or desire this freedom and prefer

to be instructed and guided (Rogers, 1969, p. 134).

The classroom structure presented in this thesis involves a gradual decrease in teacher direction and an increase in student direction over a course of time, with the optional use of contracts to aid in this transition. It is an open, freely talked about process. It allows for individual differences in how much student direction is wanted by each student. It is one type of method for encouraging self-direction in learning.

The significance of self-evaluation is a subtle and yet important factor in fostering student self-direction.

The evaluation of one's own learning is one of the major means by which self-initiated learning becomes also responsible learning. It is when the individual has to take the responsibility for deciding what criteria are important to him, what goals he has been trying to achieve, and the extent to which he has achieved those goals, that he truly learns to take responsibility for himself and his directions (Rogers, 1969, p. 143).

When students are involved in evaluating their own efforts, they are by virtue of their activity compelled to feel responsible for their own intellectual activity. This involvement adds one more means for promoting student self-direction.

We have presented a number of factors in creating the conditions for self-directed learning: guidance, interpersonal influences, the teacher's behavior and attitudes, classroom structure, and self evaluation. By no means can these be considered a complete or exhaustive list. They stand out as crucial for using the model proposed in this paper. These procedures are best used according to a teacher's style

and personality rather than followed precisely as presented. Later we will see how these factors are used in the model found in the following chapters.

In looking at the first of three important trends in the literature which support this thesis, we have: reviewed the definition for self-directed learning; seen how it is discouraged within our society; examined its value; looked at the socialization process; and given some methods for developing this type of learning. The review of this portion of the literature should provide a solid basis for understanding the value and power of self-direction in learning and give the reader a fuller idea of how and why it should be encouraged in today's schools.

### Human Relations

The second portion of the reviewed literature consists of readings in the human relations field. We will first briefly define the term human relations skills; second present the value of these skills for this thesis; and third, describe the specific human relations skills used in the model.

In order to define human relations skills, we shall first look briefly at just the concept of human relations. Ivey (1970) gives a useful and easily understood definition of this concept in behavioral terms:

Human relations is defined as behaviors exhibited in relation to self and other individuals, and with groups. Thus an individual thinking about himself is engaging in human relations behavior (in this case, the direct observation of behavior is available only to the individual behaving). Two individuals meeting in an interpersonal interaction are engaging in human relations behavior. School classrooms or group dy-

namic sessions represent situations where a vast series of human relations behaviors are emitted. In short, any behavior or behaviors engaged in intra- or inter-personal activity represents human relations behavior. No one can escape behaving in a human relations framework (p. 1).

Human relations skills would then mean various proficiencies in facilitating effective human relations. There are seven such proficiencies, or skills, which we will examine in this thesis. These seven skills are not the only important human relations skills, nor are all seven absolutely essential to this thesis. They do, however, represent a spectrum of human relations skills and all are useful in aiding the development of self-directed learners.

The value of human relations skills. In the following section we shall review how having skills in the area of human relations can be of great value to teachers who want to help develop self-direction in their students. Such skills can aid the teacher in dealing with emotions, in working with groups to help them mature, and in assisting students in the process of maturing. All these areas are important in developing the foundations for self-direction in learning. They lend themselves to helping the students develop a sense of self which is a key to this model's approach for the development of self-direction. Further, effective human relations in a classroom can aid in developing cooperation among class members which is another crucial element for a class concerned with self-direction.

The use of human relations skills is based on an optimistic view of human beings. In Hersey's and Blanchard's (1972) review of McGregor's Theory X and Theory Y, we can see further support for the value of



human relations skills. McGregor's Theory Y "assumes that people are not, by nature, lazy and unreliable. It postulates that man can be basically self-directed and creative at work if properly motivated" (Hersey & Blanchard, 1972). A teacher who shares this image of humans will find human relations skills invaluable in aiding students to reach this goal of creativity and self-direction.

Argyris (1972) bases his ideas of growth from immaturity to maturity on this same belief about humans. He states that people will grow from immature beings to mature beings if provided the opportunity. Having skills in the area of human relations gives a teacher some means by which to properly provide this type of opportunity. Understanding group dynamics and the importance of leadership styles can provide the teacher with an improved sense of timing. Skills in non-verbal communication and in listening can help the teacher understand where a student is on the continuum of immaturity to maturity and thus present activities or suggestions which best suit that student. Feedback skills can better equip a teacher in his/her attempts to build student self-awareness and self-control. Being relaxed and able to create a safe and relaxed environment can help a teacher encourage students in creativity and self-expression.

Bradford and Lippitt (1961) state clearly that effective human relations in the classroom aid the development of the individual. They first point out that teachers trained in human relations are more sensitive to the needs of the individuals than untrained teachers. For these trained teachers, rules in themselves become less important, maintaining leadership is not so crucial, and thus they can be more sensitive to



individual needs and feelings. These teachers encourage individual differences. They share in goal setting. They value frankness of feelings so that differences of opinion are more freely shared in their classrooms. Consensus, as a decision making process, is valued by these teachers for it has as its basis the importance of the individual. They see shared decision-making as important for it is likely to aid the development of individual action and responsibility.

Hersey and Blanchard (1972) in their review of Mayo's 1924 Hawthorne studies, point out that there is a need to understand relationships among people. In addition, they state that the studies clearly indicate an important human phenomenon--when people feel important in a situation, their motivation for production increases. According to Hersey and Blanchard, Mayo's studies also indicate that when people are involved in planning, organizing, and controlling their own work, they are far more cooperative than when they are simply told what to do. Each of these three findings is relevant in the classroom setting as well as in the working world. The teacher who understands these phenomena, in addition to having human relations skills, is going to be more effective in understanding the relationships between students; in helping develop their sense of self and thus improving their motivation; and in involving the students in planning their own direction in learning thus improving the amount of classroom cooperation.

Dennison (1969) points out that feelings must be recognized as a definite part of obtaining knowledge. Emotions are a part of every aspect of our lives. As educators we make a big mistake when we attempt to ignore the emotional factors which are present in the classroom.

With this in mind it is apparent that skills in human relations can only be a benefit to the teacher. With these skills teachers are not only equipped to recognize and respond to the emotions which occur during a day in the classroom, they see them as vital sources for energy, motivation and creativity on the students' parts.

Skills in this field not only help the teacher foster individual growth in students, they aid in helping groups to grow and mature. "At every level of education, from elementary school to programs for adults, those teachers who know how to help groups form and mature can release powerful forces to support individual learning" (Bradford, 1961, p. 1). The skill of working well with groups provides one more means by which the teacher can be effective in helping individual students develop in the area of self-direction.

The above material includes only a sampling of the ways in which human relations skills are valuable for developing self-direction in learning. The authors mentioned are only a few of those who value the use of human relations in the field of education. As we continue reviewing the literature in the field of human relations, we will look specifically at the skills presented in this model.

The specific human relations skills. The seven skills with which this paper is concerned include: understanding group dynamics, creating a safe environment; listening; relaxation; leadership; feedback; and non-verbal communication.

The area of group dynamics is the first aspect of human relations which we will consider. According to Jenkins (1961) the term 'group dynamics' refers to "the forces in the group situation which are deter-

mining the behavior of the group and its members" (p. 5). Examples of forces found within almost any group include: problems of status or the hierarchy of membership; the struggle for leadership or control; level or ease of communication; peer acceptance or the question of membership; and motivation of members. Jenkins states that effective leaders must not only know about the different kinds of forces or conditions to be found in a group situation, they must understand the principles describing how each of these forces affects the situation and each other. He very clearly states that an understanding of these dynamics provides a leader or teacher with a tool with which to facilitate growth.

There seem to be two contributions which an understanding of the nature of group life and the factors operating therein can make to us as practitioners: (1) We can better understand the nature and condition or situation of the particular group with which we are working at a particular time; (2) We can better evaluate and select the techniques which we will wish to use in working with our group (Jenkins, 1961, p. 7).

Lifton (1961) points out that in a classroom the group cannot be ignored. The goal may be self-direction for individuals, but this will not be reached with any speed if the dynamics of the group are disregarded. As an example of how the group dynamics affect learning, Kaplan (1959) points out that peer acceptance "directly affects the sense of self-worth, security, belongingness, and morale. These feelings are recognized to have important bearing on whether a student is emotionally free to concentrate on academic learning" (p. 327). Lifton (1961) provides another example of how understanding the dynamics which occur in groups can aid teachers. He points out the importance of teachers being able to recognize the group's needs as reaction to the group setting and

not necessarily to the teacher. With this understanding teachers can be much more adept in facilitating the group's progress than they might be without it.

Literature in the area of group dynamics provides the reader with a variety of descriptions of what occurs in groups over the passage of time. These descriptions involve different stages or phases which groups tend to go through as they develop toward maturity. Bennis and Shepard (1956) present phases and subphases which they believe make up the gradual development of a mature group. They suggest that groups work through dependence needs and interdependence needs in a gradual and generally regular manner. Tuckman (1965) makes the generalization that groups, in their development, move through four phases: forming; storming, norming; and performing (p. 384). When teachers know that certain types of behavior can be expected during different phases and subphases of the group's development, and can recognize each phase when it appears, they will be better equipped to respond to the situation than if they did not have this background.

Teachers who have an understanding and awareness of the forces found within groups, as well as a sense of the different stages through which groups tend to go, have an important tool for working with students in the classroom or other group settings. They can use this understanding to respond more effectively and with more insight to student needs than if they did not have it. The encouraging of self-direction must be done at the group level as well as at the individual level if it is to be effective. The more aware and responsive teachers are to groups, the more effective will be their efforts to encourage self-



direction in the individuals who make up these groups.

Safe environment is the next human relations topic we will review. We will consider its definition, its value, how it serves the development of self-directed learning, and a few general methods used by a teacher that can work to create such an environment.

A simple introduction to this concept is given by Lifton (1961) when he writes that one aspect of a "safe" group atmosphere is the group's striving "to put across the feeling which indicates a continued acceptance of the individual despite possible rejection of his behavior or idea" (p. 19). He goes on to say that "the group is strengthened by recognizing individual differences rather than by merely focusing on the bases of similarity or consensus" (p. 19). Further, Lippitt (1961) states that "group atmosphere is necessary in developing a learning environment. One of the goals of a good leader is to create the kind of environment in which members feel free to speak when they have something to say" (p. 33).

People can learn more readily in a safe atmosphere. In such a climate, students can clarify their own ideas and behaviors with greater ease than in a stern or unyielding environment. In a safe environment many people can learn more easily about themselves than when they are in a competitive, one-upmanship atmosphere. Less energy, time and creativity is used in defending oneself and more of it can be used to develop competence and self-understanding. With trust, support, and mutual respect in a group, defenses are not as necessary and thus more learning about oneself can take place than when defenses are high.

If, in facilitating self-directed learning, we use the approach of



developing the student's sense of self as a foundation for this type of learning, we must seriously consider creating a conducive classroom climate. An acceptant atmosphere, created initially by the teacher, is crucial for facilitating growth in self-direction. If students are to develop self-direction in learning through development of their own sense of self, it is crucial that the students feel relatively free to express themselves. Kaplan (1959) points out that the more secure the learning environment, the more students will feel free to express and clarify their feelings. When more of the individual is acceptable in the classroom (i.e., not just the student's cognitive contributions), there is more of the person present to learn.

Harrison (1970) speaks to the need for a safe environment in facilitating people's developing their sense of self:

What we can do is to create situations where people will not need to stay behind their defenses all the time. We can make it safe to sally forth from behind the moat, so to speak, secure in the knowledge that while we are exploring the countryside, no one will sneak in and burn the castle. . . .

We cannot really begin to learn deeply from one another in a training group until we create relationships of mutual support, respect, and trust (p. 85).

In order to help individuals build a deeper sense of themselves, an environment which allows them to let down their defenses long enough to get a look at themselves is crucial. "The challenge is to know how we can create conditions under which we can suspend" our defenses to enhance our need to know more about ourselves and the world around us (Harrison, 1970, p. 86).

In creating this type of environment, we must recognize that there

are two major influences on the class atmosphere: the teacher's influence and the peer group influence. The teacher sets the stage for a safe atmosphere and helps the group to maintain it. Lifton (1961) believes that "people tend to feel secure when they know what they can expect from others. . . . A clear definition of limits enhances security" (p. 142). Thus, setting definite boundaries is one method by which a teacher can develop a safe environment. When students know what is expected of them, and can count on it, one area of insecurity is eliminated.

The teacher must also lead in developing attitudes of acceptance, trust, honesty, and openness. Modeling these behaviors is an effective method by which to develop such attitudes in students. As the teacher encourages the student group to develop an atmosphere of security, the development of self-direction in learning will be enhanced.

The next subject area we will look at in the field of human relations skills is that of leadership. We will define the concept as used in this thesis, look at its value, consider how it affects the development of self-directed learning, and postulate what might be an effective leadership approach for this model.

Hersey and Blanchard (1972) provide an excellent working definition of leadership. They state that "leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation" (p. 68). They go on to say that this activity must involve both the task at hand and the human relationships involved. This section of the literature will review the leader's influence in the area of relationships.

The skill of leadership proposed by this thesis entails two major functions: 1) having the ability to diagnose the leadership needs of a given situation; and 2) having the ability to respond to the situation with the type of leadership style which best suits the group's needs. We will look at these two capacities more fully as we review methods of leadership.

Postman's and Weingartner's (1969) belief that teacher attitude is foremost in the process of developing self-direction makes leadership behavior a crucial element in attempting this goal (p. 33). A teacher who understands the different styles of leadership and their effects on different situations is much better equipped to work with a group of students than if he/she did not have this understanding. Thus the skill has great value to those concerned with the development of self-directed learning.

Leadership style has a definite effect on the development of a group. Yee (1971) reports on a study by R. Lippett in the 40's dealing with the effect of social climate and leadership roles on group life (p. 40). Lippett's Iowa investigation, titled "An experimental study of the effect of democratic and authoritarian group atmospheres" dealt with four boy's clubs. Each club met for six weeks under a leader who implemented one of three specified styles of leadership. In a consecutive eighteen-week period the four clubs each had three different leaders who employed either democratic, autocratic, or laissez-faire leadership style. Two of his major conclusions were:

1. different styles of leader behavior produce differing social climates and differing group and individual behaviors;

2. group members in a democratic social climate were more friendly to each other, showed more group-mindedness, were more work minded, showed greater initiative and had a higher level of frustration tolerance than members of the other groups (p. 40).

Lifton (1961) states that self-directed learning within a group comes naturally from a democratic environment (p. 13). Morrison and McIntyre (1971) also support the use of a democratic style of leadership in the classroom. They report that:

the extent to which devolution of power is practised (sic) often relates to the degree of emotional responsiveness and concern for pupils' feelings shown by the teacher. Variations in these two broad aspects of teachers and schools are reflected in such popular labels as 'traditional-modern' or 'authoritarian-democratic'. Whilst the labels serve as little more than irritants, the distinctions being attempted are important. Many investigations have now been done (see Hoffman & Hoffman, 1966) which show that dispersion of power and emotional acceptance are associated with: (a) more pleasant social emotional climate in the classroom, less conflict and anxiety among pupils, and increased self- and mutual esteem among them, and (b) more frequent pupil interaction, wider dispersion of social power within the peer group, and more self-initiated work and personal responsibility for actions (p. 110).

We have briefly looked at some of the benefits of a democratic leadership style. Next we will review a variety of leader behaviors which aid in the development of self-directed learning.

Lifton (1961) writes that teachers should be active in structuring their classes--setting limits and actively exploring goals. He goes on to say that one way to provide structure is to openly deal with the classroom group dynamics. Teachers should describe the group structure as it emerges and point out the group process going on in the classroom. Lane and Beauchamp (1955) write that the teacher needs to recog-



nize expected group behavior and be able to deal with group tension. Working well with a group helps to structure a class in a manner which can free individual students to develop self-direction.

Lifton (1961) writes that not only should teachers act out good leadership, they should explain the leader's role. Lane and Beauchamp (1955) concur, saying that teachers should discuss the leadership, making techniques explicit and processing what goes on in the group. This serves two purposes: it eliminates any sort of manipulation on the teacher's part (which helps create and keep a safe climate); and it helps students begin to develop their own leadership capacities. Thus the discussion of leadership can have a positive effect on the growth of students.

It is important that the teacher is able to model the behavior expected of students. One such area is the awareness and acceptance of one's own feelings. Teachers' responses to their own emotions have an important impact on the classroom atmosphere. Lane and Beauchamp (1955) write that the leader needs to become aware of his/her own emotions and how they affect the group if effective leadership is expected. Yee (1971) reports that teachers' effectiveness as leaders is decreased as they deny their own feelings. Yee found that the denial of feelings by the teacher was accompanied by a reduction of leadership effectiveness. He states that acceptance of feelings was accompanied by an increase of effectiveness (p. 126). Lifton (1961) writes that the teacher should also model self-understanding, a behavior which makes up part of the foundation for self-direction. It is Rogers (1969) who states that if the teacher is trying to encourage independent learning, then the



teacher must expect to model this behavior as an example for the students. These examples of modeling behavior are presented to illustrate the point that teachers improve their leadership effectiveness by being able to model the behavior expected of their students.

Certain other identifiable behaviors are helpful in developing effective leadership. Good listening is one such behavior. Lane and Beauchamp (1955) state that an effective leader needs to do a lot of listening and to listen well and creatively. Skill in this area helps leaders to diagnose group situations and individual needs with greater ease. Our perceptions of what people need colors our assumption about human behavior. If we involve ourselves as teachers in discerning what the students' needs are in conjunction with that student through careful listening, rather than figuring these needs out by ourselves and presenting them to the student, we have a much better chance of really being with the student and working with some relevant issues.

Another behavior shown to be helpful to teachers working for effective leadership is that of accepting. Accepting others and one's own self helps build trust and communication. If teachers can accept individual differences and build on them, they will be that much more successful in helping the group and individuals to grow. The acceptance of feelings is crucial in creating an open and safe environment and thus in the aiding of the development of self-direction (Lane & Beauchamp, 1955). Rogers (1969) besides concurring with the above, adds to it by listing qualities he considers valuable for facilitating this type of learning: 1) realness in the facilitator; 2) prizing, acceptance, and trust; 3) empathic understanding; 4) a trust in the human organism and

its potentialities; and 5) living the uncertainty of discovery (pp. 106-115).

Leaving for now specific behavior which help develop effective leadership, we return to the subject of leadership style. The best style seems to be one of flexibility--leadership which ranges from directive (authoritarian) to democratic, according to the situation. Hersey and Blanchard (1972) report the findings of Halpin from his research on school superintendents (p. 79). They point out that effective or desirable leadership behavior is characterized by both directing, or initiating ability, and consideration for group members, not one or the other. The most effective leader seems to be the one most able to adapt to the given situation. Hersey and Blanchard (1972) state that "the more a manager adapts his style of leadership to meet the particular situation and the needs of his followers, the more effective he will tend to be in reaching personal and organizational goals" (p. 15). The effectiveness of the leadership style is influenced by the situation at any given time. One situation may call for strong direction with little regard for relations (students getting caught on a boulder mid-river during a school white-water canoeing expedition), and another may require high regard for relations with little to no direction (sitting around the campfire, drinking hot chocolate).

Hersey and Blanchard (1972) present the Life Cycle Theory of leadership to emphasize the behavior of the leader in relationship to his/her followers (p. 134). They stress the importance of varying the amount of directing or initiating, and the amount of relationship consideration with the level of the followers' maturity. If a teacher has

students who are willing and able to take responsibility for their own learning, less directing is necessary. But for students who are not mature in these ways, lack of direction would be more detrimental than helpful. Some students may be more mature than others and thus will require different responses from the teacher.

In summation, effective leadership in the development of self-directed learning involves a variety of specific leader behaviors and qualities, and is affected in different ways by different leadership styles. But most importantly, effective leadership demands that the teacher cannot only diagnose the situation and the followers, but can be flexible enough in his/her style to meet the requirements of the situation.

Next, we will briefly look at relaxation--the need for it, and its value in developing self-directed learning. Ivey (1971) points out the need for training in relaxation in our present, fastpaced world.

In our Western, busy, uptight world, we sometimes get so concerned with getting ahead or meeting objectives and schedules that we lose a sense of self. We just plain don't feel together.

One definite sign of not being 'together' is found in bodily tension. One route towards a more complete feeling of self may be found in relaxation training (p. 1).

Ivey (1971) goes on to further illustrate how relaxation serves the individual:

Knowing how to relax allows a person to choose--relaxation, tension, combinations. Knowing how to relax can make one an intentional individual, a person who develops his own potential and makes his own decisions. Knowing how to relax can put you in contact with your body--feelings--emotions; can help you use ideas and feelings in choosing; can allow total

you to choose (p. 4).

Other authors, too, purport the value of relaxation. Gunther (1968) presents in his book, Sense Relaxation: Below Your Mind, a variety of methods for developing one's ability to relax. Knight (1970) states very clearly that the importance of relaxation cannot be understated. "You will do better, no matter what you are doing, and with less fatigue and better judgment, if the muscles that aren't involved in what you are doing are loose" (p. 17).

The teacher who knows how to relax has an aid for developing his/her own sense of self and self-direction. The teacher can help his/her students by creating a relaxed classroom and even teaching them different forms of systematic relaxation if appropriate. A teacher's ability to be relaxed and to create a relaxed atmosphere where students can feel relaxed is an important skill. Aylesworth (1974) states that student relaxation can serve to release self-motivation for self-enhancement. The teacher plays a facilitative role in creating an accepting atmosphere as one method for encouraging relaxation.

This thesis maintains that a teacher who can relax will be much more effective than one who cannot. Students who are relaxed are more likely to explore and accept a sense of self than those who are tense. For these two reasons it is apparent why having skills in relaxation can be very helpful to the educator concerned with self-directed learning.

In the following section we shall look at the skill of active listening. We will consider its definition, its value, some of the difficulties which stand in its way, and finally the power of its use.



Bugental (1965) writes about an authentic manner of listening to a patient coming for therapy. It involves "open, aware availability to all that the patient presents through any modality of his being in the therapeutic hour and concurrently to all that is arising within the therapist himself during that time" (p. 100). This means listening to both the content and the process of what is being said. It also involves being aware of one's own feelings as one listens to the other.

To listen to another with understanding, rather than with evaluation, is real communication according to Rogers (1961). Listening with understanding "means to see the expressed idea and attitude from the other person's point of view, to sense how it feels to him, to achieve his frame of reference in regard to the thing he is talking about" (pp. 331-332).

Rogers also writes about the value of active listening--a type of listening which involves the acceptance of the speaker and his/her feelings. Rogers states that the client, responding to this type of listening, slowly begins to listen to and accept his/her own feelings more. While the client "is learning to listen to himself he also becomes more acceptant of himself" (Rogers, 1961, p. 63). When a leader uses "a listening, empathic approach, it leads to improved communication, to greater acceptance of others and by others, and to attitudes which are more positive and more problem-solving in nature" (Rogers, 1961, p. 334).

Developing the skill of genuine active listening is not an easy task. Bugental (1965) warns the therapist against "the need to cure" as a type of striving on the therapist's part that disrupts real listening (p. 111). A teacher needs to guard against the same impulse to help the



students solve their problems instead of listening intently to what is being said. It is the students who must solve the dilemmas, and the teacher must remain steady in the task of understanding them and aiding their awareness.

Rogers (1961) too writes that although active listening may sound like a simple task, as the concept is so simple, it is not. He suggests that the next time you get into a heated discussion with your spouse, friend, or in a small group, try, as an experiment, to stop the discussion and have everyone agree to not speak until each person has "first restated the ideas and feelings of the previous speaker accurately, and to that speaker's satisfaction" (p. 332). The task is far more difficult to carry out than it appears and cannot truly be appreciated until tried. We are not very good listeners on the whole and it requires serious practice to overcome one's poor listening habits.

Rogers (1970) emphasizes the power of truly listening to another person.

I listen as carefully, accurately, and sensitively as I am able, to each individual who expresses himself. Whether the utterance is superficial or significant, I listen. To me the individual who speaks is worthwhile, worth understanding; consequently he is worthwhile for having expressed something. Colleagues say that in this sense I 'validate' the person (p. 47).

This manner of listening allows the listener to be with the person who is speaking in a way that is bolstering, comforting, sharing. It aids the teacher in creating a safe psychological climate. In reading the work of Ashton-Warner (1963) one cannot help but become aware of the power of listening in her classroom teaching. Through listening she

responds to the children's real life problems and interests and makes these subjects the basis for reading and writing lessons. The material comes from the children themselves--a mode of teaching which depends upon a teacher's good listening skills. Lederman (1969), too, shows in her report on her classroom method, that actively listening to students is a key to effective teaching. Her use of Gestalt methods highlights the power of really listening to a child, exploring what the child is feeling, and accepting the whole child, feelings and all. A deep level of listening is crucial in this approach. It leads toward self-acceptance which can free the child to be him/herself and to begin to take hold of his/her own learning.

In summary, active listening (i.e. listening to both the content and process, listening with acceptance and empathy, listening for real understanding) is of value in helping a student develop self-direction in learning. This type of listening aids students to acknowledge and accept themselves which is crucial for developing self-direction. Although it is not an easy skill to acquire, it seems clearly worth the effort for a teacher to develop the ability to actively listen. Having this skill can provide a powerful means by which teachers can get to know and understand their students and thus be more effective in their efforts to guide the students in developing self-direction.

The sixth human relations skill we will review is that of effective feedback. We will look at its definitions, its value, some of the guidelines involved, and how it helps a teacher encourage independent learning.

Feedback is a self-correcting device for a group or for individuals.

It works by providing information for the individuals or for the group about their method of operation or behavior. Receiving this information can help the individuals or group to increase their own responsibility and ability for analyzing themselves and planning for changes and improvements.

Once a guided missile is shot off from the launching site it radios back impulses which inform the control room as to its path. These messages tell the engineer in charge when it is off course and the engineer makes the necessary corrections to guide the missile back on target. These messages, or feedback, provide important information for keeping the missile on target. In the same way, feedback on a person's behavior can provide information for helping that individual keep on target with regard to a goal or effective communication.

Feedback to a group can lead to improved feelings of cohesiveness. With data about its own behavior a group can discuss its successes and problems. Jenkins (1961) points out that: "Self-evaluation by the group trains the members to become more sensitive to the difficulties in interaction and discussion which exist in the group, their causes, and some techniques for avoiding them" (p. 88).

Golembiewski and Blumberg (1970) describe feedback as a:

way of helping another person to consider changing his behavior. It is communication to a person (or a group) which gives that person information about how he affects others. As in a guided missile system, feedback helps an individual keep his behavior 'on target' and thus better achieve his goals (p. 72).

Whether the feedback is being provided for a group or for an individual, it is not an unskilled task. Jenkins (1961) warns that: "The first experience of the group with 'feedback' of information from the observer is relatively crucial and requires skill by the observer in presenting his comments" (p. 87). Not giving too much negative feedback at the beginning is critical. Overwhelming a group or an individual with information about difficulties will not be very effective feedback. Timing is very important as well. When is the individual ready to hear certain information about his/her own behavior, and when is it best left unreported? Some behaviors should be overlooked until the person has matured sufficiently to be able to accept these data. Argyris (1970) points out the importance of giving feedback only when the individuals involved do not have so many internal conflicts that the information would fall on deaf ears or lead to defensiveness (p. 224).

The NTL Institute for Applied Behavioral Science (1970) presents some guidelines for giving effective feedback that seem to be the standard set used by most people discussing this skill.

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. . .
2. It is specific rather than general. . .
3. It takes into account the needs of both the receiver and giver of feedback.
4. It is directed toward behavior which the receiver can do something about.
5. It is solicited rather than imposed. . .
6. It is well-timed. In general feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).
7. It is checked to insure clear communication. . .(pp. 72-73).



Golembiewski and Blumberg (1970) point out the importance of good feedback for real change to occur.

The quality of feedback can be critical in determining the outcome of a helping relationship, for feedback constitutes a corrective mechanism through which the receiver of help can learn how his behavior is perceived and reacted to by others (p. 62).

If the feedback is presented well, the receiver can benefit greatly by having received it. Yet if the attempt at feedback is of poor quality, not only can it provide no real benefit, it can be harmful to the person hearing it.

Feedback can aid one in being more effective in communicating or reaching a particular goal as well as be helpful in developing a greater sense of oneself. To hear how others respond to our behavior, to learn how others view us as individuals can provide a wealth of information about ourselves. It can provide a method by which individuals can begin to develop a sense of self. "It is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions; and it is a means for establishing one's identity--for answering 'Who am I?'" (NTL Institute for Applied Behavioral Science, 1970, p. 73). Thus being able to give effective feedback is a very helpful tool for the teacher concerned with self-directed learning. It provides a means by which to aid students in learning about and accepting more of themselves, which can help furnish the foundation for self-direction. It also provides a way to give students aid in discovering learning methods that will be most effective. To be able to inform students about their classroom behavior in a way that does not create defensiveness or deni-



al, but instead encourages a real consideration for change, is an important and powerful skill.

Briefly, we can see that effective feedback provides clear and accurate information for a person to learn about the effectiveness of his/her behavior. Further, if feedback is to be helpful in "creating behavioral change, self-acceptance, and an effective group," it should be directly verifiable and minimally evaluative (Argyris, 1970, p. 226). There are definite guidelines which are important to follow in order to provide effective feedback. By following these guidelines a teacher can use this skill as a beneficial tool in the development of student self-direction.

The last skill we will review in this section of the literature is that in the area of non-verbal communication. We will look at its definition, importance, limitations and its effect on the development of self-directed learning.

Skill in non-verbal communication means the ability to be aware of people's messages sent on a non-verbal level. Schutz (1967) points out that "feelings and behavior are expressed in terms of all parts of the body, of body-movement, and of bodily functions" (p. 25). The body is related to one's thoughts and feelings, and, according to some, it is more communicative at times than one's spoken communication. Humans often act out, in a non-verbal fashion, feelings they cannot express verbally, as well as feelings of which they are not even aware. At times people will non-verbally express themselves in a manner which they verbally contradict, thus sending a double message to others. Argyris (1970) writes that awareness of non-verbal communication can be inval-

able in recognizing double messages--when the speaker's words are not congruent with the speaker's behavior. Being aware of a double message can cut down confusion in communication. It allows a chance to ask for clarification. This can help to eliminate misunderstanding due to responding to the wrong message or eliminate inappropriate emotions due to confusion and misinterpretation.

Ivey (1971) points out the importance of having an awareness of communication that comes on a non-verbal level:

. . .people are constantly giving messages about how they feel--with their bodies, with their gestures, with their eyes. An important part of understanding yourself and others is being aware of body language and the way we communicate with others without words. Some experts in body language have estimated that up to 80-90% of our communication is non-verbal (p. 3).

Not only should teachers be aware of students' non-verbal communication, they should be aware of their own. Awareness of one's own non-verbal messages can provide information to oneself about inner feelings and true responses to situations. It can help eliminate the sending of double messages and help one to recognize feelings before they can be inappropriately expressed. A teacher who recognizes his/her own feelings of tension and anxiety due to pressures from outside the classroom will be much more able to cope with these feelings and try to keep them separate from the classroom situation than if such awareness were absent. Telling students, even, that you are feeling tense and anxious can help them in responding to you and thus aid in keeping communication clear. How much more effective that is than the typical confusion which comes from sending double messages.

Satir (1967) also writes about the importance of communication between people that takes place on a non-verbal level.

A person simultaneously communicates by his gestures, facial expression, body posture and movement, tone of voice, and even by the way he is dressed (p. 75).

She goes on to say that of the two levels of communication, verbal and non-verbal, the receiver of the message

will attend more to the nonverbal metacommunications and to context than he will to the verbal metacommunications. For one thing, the nonverbal is a less clear or explicit communication, so it requires greater attention (p. 78).

Satir defines the word metacommunication as "a message about a message. It conveys the sender's attitude toward the message he just sent" (1967, p. 76). Thus she is stating that we first respond to how a person is speaking and second to what is being said. The skill involved in non-verbal communication, however, comes with an awareness of these two levels; an awareness of the messages being sent; and an awareness of one's own response to the message from the non-verbal level.

Huxley (1966), too, stresses the importance of having an awareness of the non-verbal level of living. He is a strong advocate of developing an awareness of non-verbal communication, particularly that which comes from within. He even believes that education should develop a curriculum in the "non-verbal humanities" as a method by which to heighten awareness of the internal events which occur in living as human beings (p. 210). He sees this level of awareness to be a vast resource within each of us which goes untapped due to lack of development.

However, there are limitations to this communication skill. Hall (1959) warns us in reading the language of the body we must not neglect to take into consideration the culture or sub-culture from which the other person comes. In one culture, looking a listener in the eyes may mean the speaker is being truthful and forthright. Yet, in another culture, that same behavior would be a show of extreme disrespect and down-cast eyes would have been more appropriate. Thus it is important in reading another person's non-verbal messages that some sort of clarification takes place before one acts on the observed message.

It is apparent from the presented material that non-verbal awareness is particularly important for a teacher interested in developing self-directed students. This teacher, who is concerned with the overall growth of a student, with the timing and quantity of feedback, with the creation of a safe environment, and with helping students to develop a fuller sense of self, needs to be aware of the important communication sent and received non-verbally. This source of information is invaluable in making effective decisions in the above areas. Having a proficiency in reading and clarifying non-verbal messages from both students and from within gives the teacher one more boost in working toward the goal of self-directed students.

A large amount of communication between people is expressed on a non-verbal level. Being aware of this level of communication, yet recognizing its limitations, a teacher is provided with a skill which is of definite benefit in the process of encouraging independent learning.

In looking at the second of the three important trends in the literature which support this thesis, we have defined the term human rela-



tions skills; presented the value of having skills in this area; and described the seven specific skills used in this paper's model. This material should provide the reader with an understanding of the value and power of using human relations skills for the development of self-direction in learning.

### Existential Psychology

The third important area of literature provides a philosophic base for this thesis. Literature from the area of existential or humanistic psychology is reviewed in this last portion of the chapter. This literature furnishes the theoretical rationale for using human relations skills as a method in the development of student self-directed learning. In this section we will first look at the theoretical model in a capsule form. It will be further developed throughout the remainder of the chapter. Next we will consider the concept of a sense of self; reviewing its value, its components, some ways in which people lose their sense of self, some ways this sense serves a person, and ways human relations skills can facilitate the development of this sense. In closing this section we will review the above material and conclude with a restatement of the theoretical rationale.

The theoretical rationale. The basic statement which describes the theoretical rationale follows: if you develop a sense of self, you have developed a foundation which can be used for self-directed learning.<sup>1</sup>

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<sup>1</sup>Having a foundation, however, does not mean that using it for developing self-directed learning will automatically follow. Nor is the author suggesting that developing a sense of self is the sole method by which to develop self-direction in learning--other approaches are equal-



But how does having a sense of self tie in with writings in existential psychology? In order to answer that, we must look at the aim of this school of psychology. Existential psychologists all seem to aim toward developing human potential through urging their clients to take responsibility for their own lives, for their own existence. Therapists encourage clients to develop their own will and decision-making ability. Will, decision-making, and taking responsibility for oneself are also crucial for students in the process of becoming self-directed in learning. Developing this type of learning means developing the capacity for and the use of making one's own decisions, and taking responsibility for one's own learning. The goals of existential psychology are relevant for both personal growth in a therapy setting and for developing self-directed learning in an education setting.

Existential psychologists all write at some length about the concept of the self. It is from these writings that this paper's concept of a sense of self was derived. According to Kauffman (1956), a basic existential motif is the quest for an authentic existence, an authentic self (p. 113). Rogers (1956) considers the search for oneself to be the single goal which all his clients have in common, despite the wide variety of problems brought to the counseling sessions. "It seems to me that at bottom each person is asking: 'Who am I, really? How can I get in touch with this real self, underlying all my surface behavior? How can I become myself?'" (p. 196).

Rasey (1956) writes of the need as an educator to work with the

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ly possible.

self as an entity.

This was an important area for the teacher to understand. How well did a self know itself? How well could it know? Did one attain equal skill in recognizing his strength as well as his weakness? Could the learner learn to love and nurture his actual self, if and as he came to recognize it? Could the teacher learn to help the student to a self-evaluation, and the requisite courage to look kindly upon whatever he found himself to be, the better to grow himself? (p. 252).

This thesis presents the concept of a sense of self as a synthesis of the many variety of writings in the existential field on the topic of the self.

The components of sense of self. As mentioned in the first chapter this concept is made up of three components: self-knowledge, self-awareness, and self-acceptance. Looking first at the self-knowledge component we will define it as knowing one's own strengths, weaknesses, areas of competence and confidence, areas of ignorance and insecurity, best styles of learning, how various moods and methods affect oneself. It is recognizing learning blocks and plateaus. Self-knowledge includes the recognition of growth and change to be part of the pattern of living. As Maslow (1960) phrases it "a person is both actuality and potentiality" (p. 54). "Man has his future within him, dynamically active at this present moment" (p. 59). Rasey (1956) writes more fully on the aspect of change within the self:

The actual self had other complications for study. It was subject to change. It changed not only with each new learning, it changed from moment to moment as the individual was caught up in new relationships. While the central core might remain with some constancy, the surface changed, which might be called states-of-being as a fresh situation was interpreted by the self (p. 253).

Thus knowing oneself includes both the knowledge of one's capacities and tendencies; it also includes the knowledge that one is always changing.

Kierkegaard (1946) points to the importance of self-knowledge. "One must know oneself before knowing anything else" (p. 6). He goes on in another section to admonish that "you can win what is the chief thing in life--win yourself, acquire your own self" (p. 102). Fromm (1956) writes further of the importance of knowing oneself.

Just as one has to know another person and his real needs in order to love him, one has to know one's own self in order to understand what the interests of this self are and how they can be served (p. 63).

This provides a clear statement of the value of knowing oneself for the development of self-directed learning--how can I be self-directed in my education if I don't even know myself and my interests?

Yet knowing oneself does not seem to be a common achievement. Wilson (1967) writes that "most people do not know themselves well enough to know what they want" (p. 126). And Maslow (1956) states that while those few people who are self-actualized have a

superior awareness of their own impulses, desires, opinions, and subjective reactions in general, . . . clinical study of this capacity confirms beyond a doubt the opinion, e.g., of Fromm. . . , that the average 'normal,' 'well-adjusted' person often hasn't even the slightest idea of what he is, of what he wants, of what his own opinions are" (p. 172).

Maslow (1968) offers one possible explanation for this phenomenon. He attributes the Freud the discovery that "the great cause of much psychological illness is the fear of knowledge of oneself--of one's emo-

tions, impulses, memories, capacities, potentialities, of one's destiny" (p. 60). But Maslow goes on to say, however, that we are indeed creatures of curiosity and with sufficient security will seek out reality as it actually is, even if it hurts:

It seems quite clear that the need to know, if we are to understand it well, must be integrated with the fear of knowing, with anxiety, with needs for safety and security. We wind up with a dialectical back and forth relationship which is simultaneously a struggle between fear and courage. All those psychological and social factors that increase fear will cut our impulse to know; all factors that permit courage, freedom and boldness will thereby also free our need to know (Maslow, 1968, p. 67).

From the above material one can more readily see the importance of self-knowledge for developing self-direction in learning as well as the value of a safe environment for encouraging self-knowledge. Both these themes are critical components of the theoretical rationale for using human relations skills to encourage self-directed learning.

Just as true humor is laughter at oneself, true humanity is knowledge of oneself. Other creatures may love and laugh, talk and think, but it seems to be the special peculiarity of human beings that they reflect. . . . Self-knowledge leads to wonder, and wonder to curiosity and investigation, so that nothing interests people more than people, even if only one's own person (Watts, 1966, p. 129).

Closely connected to self-knowledge is the concept of self-awareness. This process provides a path for learning more about oneself--paying attention to oneself through becoming aware of one's present feelings, thoughts, activities, physical state, etc., can provide a wealth of information about oneself. Self-awareness also brings what one already knows about oneself clearly into focus in the here-and-now.



Consider, for example, a person who knows of a certain trait which he/she displays in times of stress (e.g. becoming completely silent and non-communicative). If this person can become aware of behaving in this way while actually in the process of doing so (becoming aware, or conscious, of feeling stressful and recognizing one's own silence and non-communication) then the person is much better equipped to take responsibility for his/her own life.

Bugental (1965) speaks of the concept of awareness in more general terms:

A central fact of human experience is that man is aware. Awareness is postulated to be continuous and at many levels. By so viewing it, we recognize that all aspects of his experience are not equally available to man but that, whatever the degree of consciousness, awareness is an essential part of man's being (p. 12).

Yet, having a full awareness, whether it be of oneself or of the world in which one is situated, is not commonly found. Stevens (1970) writes of awareness:

Krishnamurti writes in his book Freedom from the Known about driving in India with two other men and a chauffeur. The two men were discussing awareness, and asking Krishnamurti questions. The chauffeur didn't notice a goat and ran over it. The two men didn't notice. 'And with most of us it is the same. We are not aware of outward things or of inward things (p. 8-9).

With these thoughts on the scarcity of people with full self-awareness, one can begin to see why it is included as an ability that needs to be developed in most of us.

To go on, Bugental (1965) writes about a basic concern having to do



with the nature of awareness. He points out the existentialists' concern for self-awareness being a process, not a product. If one is aware of angry feelings within oneself only as an objective observer, removed from those feelings, then one does not attain the level of self-awareness we are discussing. This type of awareness implies an awareness in back of awareness (that one is standing in back of oneself and looking at oneself). This is definitely not intended by the term self-awareness (p. 219).

Watts (1966) eloquently summarizes the general value of awareness of oneself. He writes:

self-awareness makes human experience resonant. It imparts that simultaneous 'echo' to all that we think and feel as the box of a violin reverberates with the sound of the strings. It gives depth and volume to what would otherwise be shallow and flat (p. 129).

Thus when self-knowledge is accompanied by self-awareness, the knowledge becomes a dynamic resource. The awareness enlivens established information about oneself by bringing it to consciousness at the relevant moment. Further, self-awareness also can provide more knowledge about oneself, thus serving to increase, as well as vitalize, self-knowledge. They both work together to make up important components of a sense of self.

Self-acceptance provides the third factor in the concept of a sense of self. Maslow (1956) in his description of self-actualized people gives a good illustration of self-acceptance: "They can accept their own human nature with all its shortcomings, with all its discrepancies from the ideal image, without feeling real concern" (p. 168). Another aspect of this concept to consider is that it deals with who the person

is now, not the person who could be, not a future person.

Self-acceptance serves the individual in various ways. It can aid in personal growth, develop one's self-knowledge and self-awareness, and it can help one become more accepting of others.

Although many of the existential authors write of self-acceptance, Rogers seems, in his wide number of works, to provide perhaps the most concise statements on the topic. He writes very clearly of the value of self-acceptance in its role in aiding personal growth.

I find that I am more effective when I can listen acceptantly to myself, and can be myself. I feel that over the years I have learned to become more adequate in listening to myself; so that I know, somewhat more adequately than I used to, what I am feeling at any given moment--to be able to realize I am angry, or that I do feel rejecting toward this person; or that I feel very full of warmth and affection for this individual . . . . One way of putting this is that I feel I have become more adequate in letting myself be what I am. It becomes easier for me to accept myself as a decidedly imperfect person, who by no means functions at all times in the way in which I would like to function. . . . The curious paradox is that when I accept myself as I am, then I change. . . . We cannot change, we cannot move away from what we are, until we thoroughly accept what we are. The change seems to come about almost unnoticed (1961, p. 17).

Not only does Rogers present the value of self-acceptance for change, he indicates that if we have an accepting attitude toward ourselves, we will increase our self-awareness as well. We will be less afraid to notice what is within us if we are self-accepting. The more one accepts oneself, the more open he/she becomes to learning more about oneself--thus increasing one's self-knowledge as well.

Rogers (1969) also points out that the more people accept of themselves, the freer they are to hear and understand and come closer to

others. He states that more understanding and closer relationships grow out of self-acceptance.

Therefore, according to Rogers (1967) with self-acceptance we can live fuller lives. He says that those clients who

move toward being persons who accept and even enjoy their own feelings, who value and trust the deeper layers of their natures, who find strength in being their own uniqueness, . . . are more able to. . . live as more individuated, more creative, more responsive, and more responsible persons (p. 49).

Despite the many advantages of having a sense of self, there are strong forces which work against developing this sense. Jourard (1967) writes how this development is deterred by the individual blindly internalizing society's rules and regulations. "The introjected family, teachers and others comprise a kind of portable 'Big Brother' who watches what I do and when I experience anything counter to his rules I feel guilt and dread" (p. 94). If one gives in to the anxiety, dread and guilt from behaving in a forbidden way, one ends up trying to impersonate the one one thought one was to oneself and others. One lives a mockery of one's life and yet is not really alive. As Moustakas puts it "when the individual is conforming, following, imitating, being like others, he moves increasingly in the direction of self-alienation" (1967, p. 35). With enough outside pressure to conform to a standard of behavior which fits society but not the individual, a person will submit to these pressures, he will assume "the expectations, convictions, and values of others, ceasing to be a real self and wearing the masks of convention and propriety" (Moustakas, 1967, p. 6).

Looking at this tendency carried to an extreme, we can consider

Laing's (1965) description of the schizophrenic condition where there is a severance of the self from the body. "The schizoid cleavage disrupts the normal sense of self by disembodying the sense of 'I'" (p. 175). By taking the body away from the 'I', or the self, the patient is able to hide from what is outside the self (the outside world). The schizophrenic is the person who has lost or given up a sense of him/herself in order to protect him/herself. Somehow the schizophrenic's self is not acceptable and in order to be acceptable he/she would deny the real self--creating in its place a "false self."

Although the pressures to deny one's true self, or to avoid developing a full sense of self, are real and omnipresent, there are also forces which do the opposite. Most existentialists in the field agree that human beings have a strong interest in the full development of their potentialities, of themselves as human beings. With the right conditions this is what people will do. The existentialists consider will and decision as the basis of being truly human. William James (1961) gives a clear and simple definition of the word 'will' as it is used in a psychological context:

Desire, wish, will, are states of mind which everyone knows, and which no definition can make plainer. We desire to feel, to have, to do, all sorts of things which at the moment are not felt, had or done. If with the desire there goes a sense that attainment is not possible, we simply wish; but if we believe that the end is in our power, we will that the desired feeling, having, or doing shall be real; and real it presently becomes, either immediately upon the willing or after certain preliminaries have been fulfilled (p. 282).

This approach contradicts the present-day tendency to see oneself as passive, "the willynilly product of the powerful juggernaut of eco-



conomic forces. . . . And of late years this tendency has spread to include contemporary man's conviction that he is the helpless victim of scientific forces in the atom bomb, about the use of which the citizen in the street feels powerless to do anything" (May, 1960, p. 43). In addition to the awesome power of nuclear warfare, there is now the awesome problem of world pollution which comes from a massive technological approach to life and 'progress'--a short-sighted approach at best. There is also the enormous problem of energy consumption--the end of the fossil fuel era; the problem of developing replacement energy sources; and the waste of energy by a few highly technological societies to the detriment of the whole world's supply. The growing problem of world population only serves to exacerbate all the other world problems.

In the face of all these seemingly unsolvable dilemmas is the feeling of helplessness.

A central core of modern man's 'neurosis' is the undermining of his experience of himself as responsible, the sapping of his will and decision. And this lack of will is much more than merely an ethical problem: modern man so often has the conviction that even if he did exert his 'will' and the capacity for decision, they would not make any difference anyway (May, 1960, p. 41).

It was precisely against these trends that the existentialists built their concepts. Their central proclamation to all the dehumanizing forces in the world became this:

No matter how great the forces victimizing the human being, man has the capacity to know that he is being victimized, and thus to influence in some way how he will relate to his fate. There is never lost that kernel of the power to take some stand, to make some decision, no matter how minute. . . . Tillich praised it beautifully in a recent speech, 'Man be-

comes truly human only at the moment of decision' (May, 1960, p. 42).

Thus, through using will and decision to take responsibility for one's life, does one fulfill one's humanness. Through developing a true sense of self; daring to know, be aware of, and accepting oneself, does a person gain freedom. "Freedom includes a basic attitude of allowing one's self to be the guiding force in significant experience, allowing one's self to discover truth and to express truth as one sees it" (Moustakas, 1967, p. 9).

Bringing our attention from the larger and more general ways a sense of self serves us, to a present concern of how to facilitate such a personal capacity, we now will focus on the use of human relations skills in this area. These skills can be employed to help create conditions which foster the process of developing a sense of self, or "becoming oneself" (Rogers, 1967, p. 53).

The leader's or teacher's behavior and attitudes are crucial in creating a favorable climate. A listening, accepting, empathic teacher will help students become more accepting of themselves, more understanding of who they are, and more aware of the many layers that lie within themselves.

The more congruent the therapist is in a relationship with a client, the more genuine and open, the more effective he/she will be in facilitating personal change. If a therapist or teacher is self-accepting, then there is an increased likelihood that the client or student will grow in self-acceptance.

"Unconditional positive regard" is an attitude of warmth and ac-

ceptance which increases the likelihood that therapy will be successful (Rogers, 1967, p. 54). It is an attitude which aids a teacher as well in helping students develop self-acceptance. Rogers (1967) also lists "empathic understanding" as an attitude which facilitates self-acceptance and growth (p. 54). This is one of the main principles of active listening mentioned in the previous section of this chapter.

Moustakas (1956) writes of yet another area in human relations--creating a safe, accepting environment:

the human person wants to feel that his who-ness is respected and his individuality is treasured. Too often the person is respected for what he represents in intelligence, achievement, or social status. . . . True growth, actualization of one's potential, occurs in a setting where the person is felt and experienced as sheer personal being. In such an atmosphere the person is free to explore his capacities and to discover for himself meanings and values of life consistent with the self (p. 4).

Bugental (1965) writes of an important element in active listening. He believes that one way to aid a person in developing a greater awareness of him/herself is to help the person say "out in full that which he says he knows so well there is no need to talk about it. The patient who learns that he can broaden and deepen his awareness by expressing what he is aware of as completely as possible is the possessor of a powerful aid to his own growth and enrichment" (p. 242). Thus this area in human relations can directly serve the process of developing both self-awareness and self-knowledge.

However, these and other skills in the human relations field must not remain ends in themselves--the teacher who has acquired them and uses them successfully will need to move beyond them in order to con-

tinue his/her own growth. We remain technicians if we progress no farther than simply using skills. When we "leap into the unknown, to invent, to improvise, or discover new means to further the project of actualizing the image" then we have left the technician status for that of an artist, therapist, creator, or inventor (Jourard, 1967, p. 93).

In this third section of the literature chapter we have looked fully at the concept of a sense of self. We have seen how developing this sense aids in the development of one's authentic self which facilitates the use of will and decision in order to take responsibility for one's own life. We have considered the three components which make up this concept--self-knowledge, self-awareness, and self-acceptance. We reviewed how they each serve the individual and how the development of one component aids in the development and the enrichment of the others. We have reviewed some of the ways people are discouraged from developing their authentic self. And finally we concluded with a portion on how human relations skills facilitate the development of a sense of self.

This third section of the literature has provided a philosophical base for the thesis' theoretical rationale. This rationale maintains that using human relations skills can aid the development of a sense of self and that having a sense of self can provide a strong foundation for the development of self-directed learning. The existential literature provides ample material for understanding both the value of and need for the sense of self concept. With this as a background, we can now proceed to the next chapter for a more pragmatic illustration of how human relations skills can be used to develop this sense with the goal of helping students become self-directed.



The three major trends in the literature supporting the need for this dissertation include self-directed learning, the human relations field, and existential psychology. They each provide a major segment of the background for this thesis. The readings in self-directed learning provide the value of and need for this approach to education. The human relations literature furnishes the background for the proposed methods in developing self-directed learning, defining these skills and illustrating their value in this goal. And, finally, the readings in existential psychology give the philosophy behind the choice of self-directed learning as an important approach in education. These readings also provide the reason why human relations skills are appropriate tools for attaining this goal.

In looking at the topic of self-directed learning in this chapter, we have seen in the definition that this type of learning involves: the ability to recognize one's own interests, use one's own questions for inquiry, work at one's own pace, pursue satisfactory answers, and evaluate one's own course of inquiry. Because this type of learning comes from within the individual, the motivation for work also comes from within. And, despite some strong forces within our society for conformity, for other-directedness, there is still room within the socialization process for personal autonomy and individuality. Further, self-directed learning is not only an effective and, perhaps, the most natural way humans learn, it appears to be rather important for the future of our society. In considering the elements which go into developing self-directed learning, we have looked at the value of guidance, interpersonal influence, the teacher's behavior and attitude, the course

structure, and self-evaluation. Thus, in reading this section of the literature, one is readily provided the value of, the need for, and some methods involved in developing self-directed learning.

Our review of the literature in human relations provided us with a definition for human relations skills: 'various proficiencies in facilitating effective human relations.' We examined how these skills are used to aid the growth of both the individual members of a course and the growth of the group as a whole. This type of growth was shown to be invaluable in the development of self-direction within students. And we considered at length seven human relations skills deemed important to this paper's model, reviewing their value and use in the goal of developing self-directed learning.

In reviewing the third major trend in the literature, existential psychology, we were provided with a theoretical rationale for the classroom model and an explanation of how developing a sense of self helps develop self-directed learning: if you develop a sense of self, you have developed a foundation which can be used for self-directed learning, developing the capacity for and the use of one's own decision and taking responsibility for one's own learning. We looked at depth at the three components which make up a sense of self: self-knowledge, self-awareness, and self-acceptance, noting how they each serve to build a foundation upon which to build one's self-direction in both life and learning. We examined some of the forces in society which discourage developing one's sense of self (conforming to others), and some of the methods the existential psychologists propose to counter these forces (using will and decision to take responsibility for one's own life).

And at the close of this section of the literature we saw how human relations skills can help in creating a fuller sense of self by developing conditions which foster the process of 'becoming oneself.'

Self-directed learning is a valuable style of learning and perhaps even a necessary style for the survival of our society as we know it now. Human relations skills are valuable tools for helping to create conditions which support and encourage self-direction in students. And the theoretical rationale for using the self as the focal point in learning is clearly found in the existential psychology literature. Thus, in this chapter we have examined these three areas in a way that has shown their critical interconnections and the importance of all three for the development of this thesis.

## CHAPTER III

### PROCEDURE

In this portion of the thesis we will look at the setting in which the model is used, at the individuals involved, and at the two courses which utilized the model. We will see how the model is actually implemented in two very different classroom settings. Finally, we will focus briefly on the evaluation method used for these two courses.

#### Settings

The setting for this implementation is Tatnic Hill School, a small, private, secondary day-school located in Wells, Maine. The main building is a modest framed house. The property consists of more than 700 acres of field, woodland, and salt marsh. The school serves the surrounding rural and semi-rural community of a 25-mile radius. It is now in its fourth year with 20 students and five teachers.

The organization at Tatnic Hill is one of its distinct features. The school has a very definite structure whereby decisions about learning activities are planned and implemented. This structure, however, is distinctly different from that found in traditional public and private schools, and from the limited structure associated with free schools. At Tatnic, students share with the staff many decisions about curricula, scheduling, admissions, and day-to-day operating procedures. In response to the State's Five Year School Evaluation Questionnaire on the school's organization, one student wrote: "It is important for me to



be a part of the decisions. I find when I am a part of making the rules, I follow them better because I understand why they are made."

Curriculum is another feature which makes this school differ from traditional programs. Learning in a wide range of academic subjects and vocational fields is encouraged at the school. All students are assisted in the development of an individualized learning program which includes an appropriate balance of rigorous academic study, non-academic skill acquisition (such as gardening, cooking, and carpentry), and learning activities directly related to their interests and creative abilities. Instruction is often interdisciplinary in nature, with an emphasis on field study whenever possible. The school is non-graded in the sense that students are not differentiated according to traditional class distinctions (ninth graders, tenth graders, etc.), and may progress as their abilities allow. Classes are small, with a student-teacher ratio of approximately 5:1. (One indicator of the effectiveness of this approach to learning is the fact that, to date, every student choosing to attend college has been accepted at the college of his/her choice, including such institutions as Reed, Swarthmore, Antioch, Hampshire, and the University of Maine.)

Comprehensive written evaluations, rather than numerical or letter grading, are utilized as a means for recording each student's progress. Both teachers and students play an important role in the evaluations process, with the final evaluations incorporating feedback or information from written examinations, papers/projects, class participation, and student self-evaluations. Although this kind of evaluation system is especially demanding of staff members, it has been strongly endorsed

by college admissions officials, employers, and parents.

The faculty members are college graduates with extensive public and/or private school teaching and graduate study backgrounds. The major thrusts of the school in the areas of environmental education and human relations are coordinated by members of the faculty with doctoral training in these areas. In addition, numerous community resource persons volunteer time at the school on a regular basis. During a single year this resource pool has included a playwright, musicians, a photographer, a weaver, a potter, and a stocks and bonds analyst. These people offer regular courses which allows the school to have incredible variety in its curriculum.

The school is certified by the Maine Department of Education. Graduation requirements include: (1) designated coursework in English and American History; (2) specific competencies in such areas as math, English, and government; (3) required experiences in school government, advisory groups, and environmental studies; and (4) regular attendance. For further description of the School and its philosophy, see pages 241 to 248 of Appendix A.

### Instructors

The individuals involved in the teaching of the two courses presented in this dissertation include two instructors. As one of the teachers involved, the author's background includes graduate training in human relations and counseling along with experience in group work, counseling, and teaching--all at college and high school levels. The author taught high school for four years in two very different schools:

one was very traditional and the other was the Tatnic Hill School, described in this paper, which approached learning in an alternative manner. The author also taught for four years at the University of Massachusetts as a teaching assistant. This involved leading sections of A. E. Ivey's course Performance Curriculum in Human Relations, teaching the author's own course, and supervising other graduate students in their teaching work. In addition, the author ran various workshops in the area of human relations and worked as a consultant in the field, working with high school and college students, teachers, administrators, and counselors.

The second teacher involved in the implementation of this model was Linda Cleary. Ms. Cleary worked as a team teacher in the English course 'Miscellaney' which was one of the two courses used to illustrate the use of the model presented in this dissertation. She received her B.A. from St. Lawrence University, in New York, in both English and Psychology. She did graduate work in English at New York University and at the University of California, Berkeley, where she received her teaching credentials in English Education. She worked as a Master Teacher in the training of student-teachers through the University of California. She had nine years of experience teaching high school when she team taught this project course--six years in public schools and three years at the Tatnic Hill School.

### Students

The students involved in the English course Miscellaney numbered seven, ranging in age from 14 to 17 years old. Some were academically

weak in reading and/or writing skills and most of them had little to no self-direction in this area of learning. One half of the students had attended Tatnic Hill School for one year previous to the year of this course. The other three had attended only traditional schools before coming to this school. Of the first four students, two had attended public school before Tatnic and the other two had attended a free school. Four of the seven students were girls.

Table 1 provides somewhat more biographical information on the students in the Miscellaney class. It is apparent from the information that the student population is a mixture of students, with differing capacities and life situations. The group does not have any trait which would predispose it to readily developing self-direction and, in fact, might appear to seem less likely to develop in this way.

The students involved in the Salt Marsh Studies course numbered eight and ranged in age from 13 to 16 years old. All were new to Tatnic Hill School. This course was one of the first they were taking at the school. Five of the eight students attended alternative schools prior to attending Tatnic. The remaining three had always attended traditional public schools. There was a full range of academic ability represented by these students and a wide variety in their experience in and ability for self-directed learning. Seven of the eight students were girls.

Table 2 provides additional biographical information on the students in the Salt Marsh Studies course which gives the reader a fuller picture of the individuals taking this class. While the class as a whole was younger than the Miscellaney class, it has fewer indicators



Table 1

## Biographical Information on Students in the Miscellaney Course

Student	Age	<u>Socio-economic Class</u>			<u>Ease in Academic Learning</u>		
		upper	middle	lower	Great	Average	Little
Boy A	16		X				X
Boy B	17			X			X
Boy C	15		X		X		
Girl A	14		X		X		
Girl B	16		X				X
Girl C	15			X	X		
Girl D	15			X			X

<u>Student</u>	<u>Special Ability</u>	<u>Special Need</u>
Boy A	Very creative, artistically talented	Distinct learning disability in English skills, low self-concept in this area
Boy B		Poor English skills, disturbed home life, some mental health difficulty, marginal student
Boy C	Bright and verbal	Physical difficulty in writing, poor academic follow-through
Girl A	Bright	
Girl B	Highly motivated	Definite learning disability affecting all aspects of English
Girl C	Bright	Moody, disturbed home life, short attention span at times
Girl D		Academically behind, only moderate motivation

Table 2

Biographical Information on Students in the Salt Marsh Studies Course

Student	Age	<u>Socio-economic Class</u>			<u>Ease in Academic Learning</u>		
		upper	middle	lower	great	average	little
Girl A	14		X		X		
Girl B	13		X		X		
Girl C	14		X		X		
Girl D	14			X		X	
Girl E	16			X	X		
Girl F	14		X			X	
Girl G	14		X				X
Boy A			X		X		

<u>Student</u>	<u>Special Ability</u>	<u>Special Need</u>
Girl A	Artistic, bright	
Girl B	Artistic, bright	Young
Girl C	Very artistic, bright	Low self-concept
Girl D		Academically behind, disrupted home life
Girl E	Bright	Disrupted home life
Girl F	Bright	Rushes through work at superficial level, short attention span
Girl G	A determined student	Undetermined emotional problems and learning disability
Boy A	Bright	Physical coordination difficulty and learning disability

of academic difficulties and was somewhat more homogeneous in the traits listed.

### The Courses and Implementation of the Model

In this following section we will look at each class and some of their actual activities throughout the term. Breaking the eight-week time period into four stages, we will review one course at a time, stage by stage. This is done in order to provide the reader with a general overview of both courses. However, it must be noted that each of these four stages have indefinite parameters. Some students will be through one stage while others are just entering it. There is tremendous overlap and variety in development of each class and each student. While the classroom activities were generally organized to fit each stage, they allowed for variations according to individual students' needs. For each of these stages we will consider one or two actual class sessions in some detail for both of the courses presented.

The English course. We will first look at the English course Miscellaney which took place during the third term from February 28 to May 6, 1977. This class was directed throughout the term by two teachers, Linda Cleary and the author. It met four days a week for one hour sessions: on Mondays from 11:00 to 12:00, on Wednesdays from 11:00 to 12:00, on Thursdays from 1:00 to 2:00, and on Fridays from 8:30 to 9:30. The entire course is presented, day by day, in Appendix A on pages 248 to 264 for more detail.

The purpose of the course was to provide reading, writing, and discussion experiences that would serve to strengthen students' skills in

these three areas of English. It involved rather easy-to-read work and thus provided an English course for the younger students at the school and for those older students who needed extra help in this subject.

The course outline for the Miscellaney class can be seen in the following section. This provides the reader with a simple overview of the course and is supplemented by the general overview given in the stage by stage presentation which follows the outline.

Stage One: Teacher assigns the reading and writing pace and topic matter as well as plans discussions of the material.

Stage Two: There is some student choice in the topic and pace for the reading and writing activities, but the teacher is still generally directing the procedure. Development of student individual contracts occurs at the end of this stage.

Stage Three: The initial stage of using these contracts in small group activities and individual activities for working on specific skills and interests begins.

Stage Four: The implementation of student contracts successfully provides the course structure for the remaining class sessions.

In the first stage of this course there was a high degree of teacher created structure. The teachers planned the day's activities, planned the reading and writing assignments, and directed the discussions. All the students worked on the same assignment at the assigned pace. The teachers worked to create a comfortable environment so that



English could more easily become a safe topic and students would begin to create their own direction in that class. In order to give a clear picture of this first stage, which ran about 12 days, we shall review the first two days of the course.

On the opening day of class the students gathered in the area used as the school library which is furnished with easy chairs that form a circle in the room. We used this space throughout the term. On this first day the dissertation model was described fully and the objective of the course was outlined. The description and explanation of the course direction and goals help in developing a safe environment. By clarifying course expectations, the teacher provides boundaries for the students which help create a secure atmosphere--students know what to expect, they can feel more at ease.

Next, the value and purpose of daily journal writing was explained. In the English class this writing takes on a more expressive value than in the Salt Marsh Studies class. The journal assignments for this class were simple tasks designed to help students express common emotions in writing. It helped students write less self-consciously when it became a daily activity. The subject of the assignment always dealt with the self which served two functions: to further the development of a sense of self, and to aid students in written self-expression. The topics were mundane and geared to the adolescent situation. At the end of each period the students turned in their journals to the teachers who read the work and responded in the margins to the content rather than to the mechanics. Most sessions began with students spending time by themselves to write in their journals. During the first part of the course,

journal topics were assigned. This activity has a centering effect on students, helping them to focus on their own thoughts and feelings, and providing a focussed beginning for each class period.

The objectives of the course were to improve students' reading and writing skills, to help those who found English distasteful begin to enjoy the subject, and to aid students in developing some self-direction in their learning.

The students listened attentively to the presentation and seemed to clearly understand the structure continuum and the meaning of self-direction. Some discussions and questions followed the discourse.

For the last portion of the class time, the students were directed to respond to the first of three questionnaires used for this paper's evaluation.

The first day of class had a very directed feeling about it without coming across in a totalitarian mode. This was purposefully done to set a serious tone for the class and to provide the course boundaries. Boundaries can give students a sense of what to expect, thus helping to create a feeling of security. It is crucial to establish a relaxed, safe environment during the first stage. An organized and easily visible structure can help students feel secure in a course by taking the mystery out of what to expect from the upcoming term. Outlining the day's activities at the beginning of each class period is one more method the teacher can use to create an open atmosphere.

The second class period began with one teacher outlining the activities to occur that session. Since each session throughout the term the teacher began with laying out the activities of that day, this pro-

cess will not be mentioned again in the procedure, but will be accepted as the first focus of the class meeting.

After the day's activities were presented, the students were given a reading test which consisted of reading a Hemingway short story and answering written questions on what they read. Their reading speed was also recorded. This base line evaluation on the level of competence in reading and writing provides a point from which to measure growth due to the course. It also serves to bring the students' focus to themselves, looking at their own strengths and weaknesses. Through this process, the students can be developing their self-knowledge which is a critical aspects of a sense of one's self.

Next, the students were given the journal assignment on which to write in class. The first assignment read: "Describe a person who is a good influence on you right now. Describe a person who is a bad influence." In order to provide in the procedure section a sample of these journal writing topics, the next several class sessions examined will include the journal assignments. The above assignment took up the remainder of the class period that day.

The thirteenth class period approximately marked the beginning of the second stage. This stage involved an encouragement of group feeling through an increased amount of group discussions. It also signaled the beginning of a decrease in teacher direction and an increase in student decision-making. While journal writing continued, along with reading and writing assignments, there was more individual choice involved. Students still started most class sessions with writing in their journals, but at this point they had two topics to choose from. Later in

this stage they had, in addition to the two provided topics, the option to write anything of their choice. This encouraged more self-direction, but still did not leave them without any structure. Although each student was reading the same book during this stage, they could read at their own pace and then choose their own books from that point on. This was a major step in moving from total teacher-direction to allowing more student-direction. Students began to evaluate their own work and self-direction through a conference with the teacher. This formed the beginning of their developing contracts for the remainder of the time in the course. The teachers helped each student begin to set up their own contracts with certain activities common to all and certain activities selected by the individuals in areas that they recognized as weak areas. Some students needed more urging, more structured assignments than others throughout the course. These students were clearly recognizable during this stage. Feedback, a necessary skill from this stage forward, aided students in seeing their own behavior and its effects on the group and their own progress, or lack of it. Active listening became crucial in aiding students begin to select their own direction in the course. By the end of this stage, students began working on their contracts in class with the teacher serving as a guide and resource person. We shall consider the first and second days in this stage which ran about eight days in all. These two days were the thirteenth and fourteenth days in the course.

This thirteenth class session took place on the first day back to school after week-long school trips. Three of the students had finished the new book, two had done some reading, and three had done none. This



was the first major difference displayed between students' progress. When the close teacher supervision declined, some students left off in their reading and some rushed ahead. The journal assignment was the first activity in class that day. For the first time the students were given a choice of two topics on which to write. After finishing the journal assignment, the class discussed the book they had either read or were reading. They were directed to look at and discuss the story's basic conflict of good versus evil and the story's parallels with reality.

The fourteenth session focussed on one writing fundamental, that of contractions. Linda gave a definition of the term and led a discussion on the subject which students readily joined. She was clearly directing the class activity, but the students' interest in the topic lent a definite direction. Each student next made up twelve sentences of his/her own, using the contractions the group had discussed. They were eagerly involved in this activity. Then, for the second portion of the period, we had an active discussion on the development of conflict in the second class book. Students were expressive in sharing their opinions and the teachers asked only enough questions to keep the discussion going amongst the students.

The third stage marks the time when the class begins to work well together. Individuals are beginning to work on their own topics of interest. They worked on their contracted tasks, with the teachers helping them to stay within their time schedules, providing the necessary resources, presenting materials for the group sessions, and generally helping them make the transition from a predominantly teacher-led class

period to one organized by individual contracts. We shall consider the first and second-to-last day of this stage which ran about seven days. These were the twenty-first and twenty-seventh days of the course.

The twenty-first class started out with the students filling out a questionnaire on the class and the students' personal progress. There was some grumbling about the task to be done. Both teachers neglected to respond to the mutterings and cheerfully finished giving the directions. When the questionnaires were passed out, the students worked on them quietly and intently for one half hour. Then they spent the second half of the class filling out the formal contracts which provided each one with an individualized plan for the remaining course time. A general schedule was worked out so that students who decided to work on the same skill would all do so in a small group. The various activities which emerged from the class were: journal writing, increasing reading speed, spelling, newspaper article writing, speed writing, punctuation, and individual reading. This was a planning session, with students actively involved in outlining their own and the group's remaining class time.

Again, in the twenty-seventh class session, all the students started off the period writing in their journals, using the suggested topic rather than making up one of their own. The students were not at a place in their development where they wanted to make up their own topic. Yet they enjoyed having a choice. They all wrote seriously and for quite a long time. The second group activity was speed writing in which those who contracted this activity became quickly involved. The others worked on their own during this time. All the group activities

had a teacher providing the materials for the task. The teacher was available for help with the individual activities and remained close, but not involved, unless asked or it became apparent some help was necessary (e.g., help in getting down to work, help in working at an appropriate level).

In the fourth and final stage of the course, self-direction during class time was the expectation. It called for flexible leadership on the teachers' part in order to deal with the various levels in self-direction. Active listening, feedback, and some directing of activities were ways that the teachers spent their class time. The students worked comfortably with their own contracts during class. The teachers worked more closely with students who were not yet able to work without outside direction. We shall look at the second-to-last day of class in this fourth stage which ran about four days. This was the thirty-first class in the course.

For the thirty-first class everyone worked first on the journal topic. Then some worked on speed reading with others working individually. Finally, a small group worked on writing speed while the rest worked alone. This stage illustrated the most variety of activities and the least amount of teacher direction. The class had a relaxed atmosphere with students chatting a bit at the beginning of each class. Yet, there was an underlying tone of seriousness, with students expecting to get a certain amount of work done each class period.

The Salt Marsh Studies course. We will look next at the Salt Marsh course which took place during the Fall term of 1977. The course met on Tuesday from 10:00 to 11:00 and twice on Thursday--from 10:30 to 12:00

and again from 1:00 to 3:00. The course, which ran from September 20 to November 16, was designed to use these 5-1/2 hours per week for both classroom and fieldwork activities. Some restrictions were placed on this design due to climatic conditions. In Maine, the salt marsh becomes an uninviting location once late fall sets in. Thus, when more work in the field would be desirable at the end of the term, the marsh has lost all its green, a good deal of its migratory inhabitants, and the weather turns cold and raw. So the latter part of the course time is spent on indoor activities. For greater detail in the course proceedings, the entire course is presented, day by day, on pages 264 to 276 in Appendix A.

The purpose of the course was to utilize a variety of approaches to introduce students to this particular ecosystem. It is not taught solely as a strict laboratory science, but rather, it blends the natural science approach with aesthetic concerns, experiential activities, and creative expression. The goal of the course is for students to both know about the salt marsh, which is an endangered type of land formation in Maine, and to have a feeling and appreciation for this ecosystem.

The course outline for the salt marsh class can be seen in the following section. This provides the reader with a simple overview of the course and is supplemented by the general overview given in the stage by stage presentation which follows the outline.

Stage One: Teacher directs classroom work and field work, assigning activities, reading, and pace in order to introduce the students to the course topic and to provide basic information.



Stage Two: Students are assigned activities for each session and, in addition, are encouraged to explore and develop some of their own interests upon which to expand in the last two stages.

Stage Three: Work on independent projects begins, with students working alone and in pairs, doing research on some aspect of the salt marsh.

Stage Four: Projects are completed during this time. Students evaluate their own work.

The first stage of this course involved a higher degree of teacher created structure. The teacher planned the day's activities and directed the discussions. All the students worked on the same assignment at the assigned pace. The teacher worked to create a safe environment so that the students felt at ease in beginning to develop their own interest in the subject, and would begin to create their own direction in that class. In order to give a clear picture of the first stage, which ran about nine days, we shall consider the first day of that stage.

The first day of class the group met around a long table in the science room. The table setting was selected to provide a sense of group feeling and yet instill a tone of seriousness. The author described to the assembled students what the class would be doing during that session which is something that was done for the beginning of all the class periods and, to avoid repetitive statements, it will not be mentioned again in the procedure. Next, each student was given a stenographer's notebook to use throughout the term as his/her journal. They were told that these journals would be handed in to the teacher at

the end of each class session and that no one else would read them. This arrangement assures privacy for their writing and is designed to encourage students to explore their feelings freely and to diminish any self consciousness in writing. They would always receive a written response to their daily journal writings. These were generally supportive comments, usually with a suggestion or a question. Students seemed to enjoy these comments--they knew they were writing for someone who paid attention to what they said, as well as writing for themselves.

Their first journal assignment was: "Pretend that someone asks you to describe a salt marsh (what it looks like, where it is located, what plants and animals live there, in what ways it is important to the planet). This person will never see a marsh so you could tell him/her anything. See if you can create a colorful picture." The assignment was difficult for them to start due to their fear of not knowing anything 'right' about the salt marsh. However, with encouragement and firmness from the teacher, they went to work and did rather well. This journal topic was selected as a low threat means for determining the students' baseline knowledge of the salt marsh. In lieu of handing out the prepared question sheets for finding out more about their knowledge of the marsh, this activity was skipped because the students were very sensitive about their own lack of knowledge. The journal writing had already served to develop their curiosity and to provide the author with a measure of how much each of them knew.

Next, the author handed out sheets listing the course expectations and went over the list, explaining each item and answering questions. This sheet provided visible course structure which served to aid in de-

veloping feelings of security. After this explanation, the author went on to describe how the course would progress--from teacher-direction to student-direction. At this point an explanation was given of the model being used for the class, describing the structure continuum, how human relations skills would be involved, self-directed learning and its value, the theory behind the model of how developing one's sense of self can help one develop self-directed learning. Describing the model used for the course design both introduces the concept of self-directed learning and builds an openness in the classroom. Such openness discourages manipulation and aids in building group trust. After asking for questions and briefly discussing the model, the first questionnaire on self-directed learning was passed out. They spent the remaining class time filling it out.

This first day of class went smoothly, with students indicating interest in the course topic. It was obvious from that day that these students all needed considerable direction from the teacher. With the exception of one sixteen-year-old, they were all young and in their first year of high school. One student was only thirteen and the other six were fourteen. It was also evident that, on the whole, these students were eager to learn about the salt marsh and were very willing to take teacher-direction.

The tenth session marked the beginning of stage two. These lesson plans involved less teacher-direction and more activities with students working on their own. The students still worked on assignments presented by the teacher, but they did so with more independence. They also began to develop their own interests in the course topic. We shall con-

sider the first two days of this stage which ran about six days in length. These two days were the tenth and eleventh day of the course.

For the tenth class the author remained sick at home and another teacher took the class, following the provided outline for the class period. The students worked with the various reference materials in order to begin to learn more about the list of plants and animals commonly found in the salt marsh. From the teacher's notes of the period, the whole class, with the exception of one student, was ready and waiting for her when she arrived a bit late. They all were prepared to work and got to the assignment quickly. They figured out a pattern of sharing the most helpful books. They spent the entire period working on these lists. The students' ability to work as effectively as they did with a substitute teacher is a good indicator of the class's increased level of self-direction. The teacher helped them the best she could, encouraging them, keeping the class focussed on the work, and responding to those who needed more structure than the others.

For the eleventh session, the author was back in class and the students continued working on their lists, with several wanting to take the material home to continue work on them there. This interest was another measure of both their involvement in the class and their ability for self-direction. The author worked in the background during these sessions, giving encouragement, answering questions, and keeping the class focussed on the day's activities.

The third stage marks the time when the class began to work well together. This stage brought spontaneous discussions and information sharing as well as cooperative group activities. Rather than presenting



all the material every day, the teacher would give students personal attention in aiding them to reach their goals. Through this contact the students could be learning more about themselves. Outdoor work was completed during this stage due to the onset of cold weather. At the end of the third stage the students were ready to move on to their independent projects. We shall look at the first class session in this stage which ran about four days. This session was the sixteenth class in the course.

The sixteenth class assignment was to find one's way across the local marsh in either dyads or small groups, mapping the marsh as they progressed. This was not an easy task, for streams cut through this grassy, flat land, unseen to the walker until they are encountered directly. The weather was kind and the students were excited about the task. They divided themselves into three small groups and helped each other across the wet and unpredictable marsh while the author waited on the opposite edge. The groups were highly cooperative.

In the fourth stage of the course, self-direction was now the established norm. It called for flexible leadership on the teacher's part in order to deal with the various levels in self-direction. The students used their contracts and time schedules almost exclusively to organize their time. They worked entirely indoors. With students working on independent projects in this stage, there was more variety of class activity than in any previous stages. We shall consider the first and last sessions in this stage which ran about four days. These were the twentieth and twenty-third days of the course.

In the twentieth session the students began work on their selected

project topics. Four students chose to work in dyads and the other four chose to work individually. They worked well that day, using the project sheets to get them started and the reference materials to continue their research. They worked on their own with real interest and energy, asking for guidance when they had questions or felt lost.

On the twenty-third day of class, the last day, students who needed time to finish their projects used the first part of the period. All of the students filled out a brief evaluation form on their own projects in addition to the final questionnaire on the course itself. With the time which remained, those students who wanted to described their projects to the other class members. These projects included a paper on the historical use of Maine marshes for ship-building purposes; a presentation of common marsh flowers through both a written text and colored drawings; several written presentations of different marsh birds, some accompanied by drawings. One text on marsh birds was accompanied by both oil paintings and papermachéd replicas. These were set in handmade nests with blown and painted chicken eggs made to look like the shore bird's real eggs. There was a wide range in creativity and in amount of self-direction represented in these projects. But all the students had come a definite distance in self-directed learning from where they had started at the beginning of the course.

### Evaluation

Chapter V will present an extensive evaluation of this model which employs human relations skills, a continuum of teacher direction, and an emphasis on the individual student's sense of self. In that chapter we

will examine how well this model worked to aid in the development of self-directed learning in the two classes. This evaluation was created for use in an ongoing situation and was by no means designed to 'prove' the mode, or its thesis, right or wrong. The evaluation should answer the questions: was the model used? does the model work? what would improve the model? Since we are concerned with evaluating a model being used in real situations rather than one used under laboratory conditions, the author believes that the action research approach to evaluation best fits our needs. A complete presentation of the rationale for using this approach to evaluation will be presented in the beginning of Chapter V.

In order to evaluate the model as used in the two classes described, we will consider the opinions of the students and the teachers involved, as well as the opinions of two professionals who served as outside observers during the courses. Three times during each of the terms students filled out questionnaires on various aspects of the model. These provide us with the students' view of the model's implementation and degree of success. Teacher evaluations of the students' academic and personal development provide a second point of view in the evaluation of the model. Taped interviews with the two outside observers, who each visited both courses three different times, provide a third perspective in this model's appraisal. And finally, we will review two case studies to further illustrate how the model was implemented and what were some of its strengths and weaknesses.

In this third chapter we have reviewed the procedure for the implementation of the dissertation model in two project classes. We have considered the Tatnic Hill School, the setting in which these courses

took place. We have looked at the students in both of the classes and reviewed some biographical information for each student. We next examined the two courses in which the dissertation model was implemented. We looked at the course purpose and the course outline. We considered the gradual development of the model's four stages in these courses, with one or two class sessions presented as illustrations of each developmental stage. This section took up the bulk of this chapter in its attempt to provide the reader with a general overview of each course. And finally, we briefly considered the evaluation design for the model which will be presented in depth in Chapter V.



## CHAPTER IV

### THE THEORETICAL/PRACTICAL MODEL

This chapter presents a model which illustrates how the theoretical background (existential psychology) is used through a practical method (the use of human relations skills) to reach the goal of aiding self-direction in students. We will look first at an overview of the model. Then we will more closely examine the model through its four developmental stages as it is implemented in the two courses. In conclusion, we will summarize the major factors of this theoretical/practical model.

#### Overview

This model is made up of four developmental stages. Within each stage three elements are found which are critical to the design: a definite structure continuum, an emphasis on the student's self, and a building of a working group within the classroom. In addition to these three elements, there is a key process, or method, that is crucial in utilizing this model: the use of human relations skills. We will briefly consider in the overview each of these three elements and the process. We will also consider the four developmental stages. Then, in the rest of the chapter, we will see, stage by stage, how these three elements were developed in the two courses and how the process of using human relations skills was used to develop these elements.

The structure continuum. In order to illustrate the way a teacher can use human relations skills to help develop self-directed learning,

the model uses four developmental stages. In each stage students gradually increase their capacities for self-direction. Over the course of the term there is a gradual decrease in the teacher's directing the class activities with an increase in students taking over the direction. This gradual change is referred to in this model as the structure continuum and is an important element in each stage. The structure of activities initially comes solely from the instructor and, gradually over the course of the school term, the students begin to provide the daily structure, as they are able (see Figure 1).

Emphasis on the student's self. This model encourages student self-direction through emphasizing the individual student's sense of self. This aspect of the model is derived from the existential approach to counseling. In this approach the major goal is having the client take responsibility for his/her own life--to become self-directed. The focus on the individual in the existential type of counseling process is done with the idea of helping that person develop his/her own sense of self (self-awareness, -knowledge, -acceptance). The training these counselors receive is geared to help them develop skills for aiding people to increase their own sense of self. This model proposes that teachers, as well as counselors, can use these skills in aiding students to reach this goal. Thus, the teacher who plans activities which emphasize the individual student's self, can aid that student in developing a greater sense of self. And in doing this, the teacher has helped that student provide a strong foundation upon which to build self-directed learning.

Group building. The third element important to the model, and a

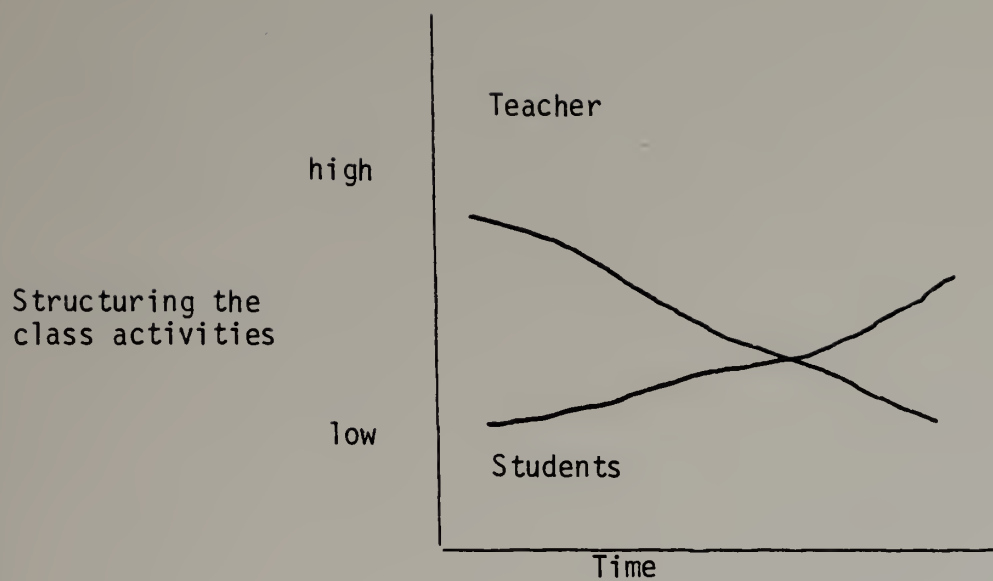


Figure 1. Structure continuum

factor to consider in each developmental stage, is the building of the group. This means working toward a low-threat, cooperative, and open group atmosphere in the classroom. Building an open and trusting group is one way to help individuals, know, become aware of, and accept more of themselves (i.e., to further their sense of self). Creating this type of group is a major factor in establishing a safe environment in the classroom. And this type of environment is crucial for assisting individuals in developing self-direction.

Human relations skills. These skills are critical for this model as they are used: (1) for focusing on the self, and (2) for building a working group. Both of these emphases help students in developing a sense of self--the major thrust of this model's philosophy. The skills used in this design are depicted in Table 3.

Some of the seven skills are used more frequently throughout the course than are others, yet each lends an important aid in the overall goal of developing self-directed learning. As we review the two courses, stage by stage, we will see some of the ways these skills can be used for focusing on the self and for creating a supportive and working group atmosphere. These skills provide the teacher with a resource for the development of self-directed learning, working with both the individual student and the group of students.

The developmental stages. The four stages in which this model is presented provide a basic framework for viewing and using this design (see Table 4).

In looking at these developmental stages it must be remembered that each stage will have indefinite parameters and all of them may not be



Table 3  
The Role of Human Relations Skills

	Emphasizing the self	Building the group
Active Listening	Helps students in self-acceptance, -expression, -exploration. Helps with debilitating moods.	Helps to develop accepting group atmosphere.
Creating a Safe Environment	Helps students in self-exploration, -expression, -appraisal, and in taking oneself seriously.	Helps group develop trust and openness.
Relaxation	Helps teachers in their judgments of individual needs. Helps in maintaining a creative balance of tension and relaxation. Helps students in self-exploration and -expression.	Helps in judging group needs. Builds openness.
Non-Verbal Communication	Helps teachers in responding to individuals' needs, in timing interventions, and provides information needed in using other human relations skills.	Helps in reading group dynamics and in determining amount of structure needed.
Feedback	Provides a means for giving support, for effective discipline, for informing students on their academic progress.	Provides a means for support and non-destructive discipline. Sets a tone of honesty for group interactions.
Effective Leadership	Provides appropriate type and amount of direction.	Provides appropriate type and amount of direction.
Group Dynamics	Helps individuals to grow as the group grows.	Helps teacher in making effective interventions in aiding group process and growth. Understanding group stages helps teachers to plan course activities that fit with rather than fight stages.

Table 4  
The Four Stages

	Teacher Activity	Student Activity
<u>Stage One--Orientation</u> High teacher-direction, low student direction	Introduces course topic and course procedures. Assigns uniform topics and pace.	Learns foundation material for course. Follows teacher directions. Some exploration at the end of this stage.
<u>Stage Two--Variation</u> Decreasing teacher direction and increasing student direction	Provides some choices in topic and pace. Still does daily presentation and most directing. Introduces ideas for contracts or projects.	Increases decision making. Developing own interests. Begins thinking about contract or project.
<u>Stage Three--Beginning Student Direction</u> Decreased teacher direction, increased student direction	Beginning to respond more and direct less. Gives rather general assignments for the day. Helps students follow contracts. Directs group activities.	Beginning to initiate more and need teacher direction less. Working independently. Beginning to work on individual contracts or projects.
<u>Stage Four--Working Student Direction</u> Low teacher direction, high student direction.	Mostly responding to individual's needs, one-to-one. No presentations. Maintains working atmosphere.	Working mostly with own direction. Uses teacher as resource person.

reached by some (or all) of the students within the time frame of one course. There is tremendous overlap and variety for each class and each student. But viewing the progress in four stages has a variety of advantages. It provides a framework for viewing the entire model. It also helps the teacher who would use the model work more easily in planning course activities and in evaluating the individuals' and the class's progress.

To summarize the overview briefly, the model will be presented in four stages with an emphasis on three elements found in each stage: the structure continuum, the group building process, and the concern for the self. We will consider how the different human relations skills are used within each stage as the teacher works toward the goal of student self-direction.

### Stage One--Orientation

The section on Stage One in this chapter will make up the major presentation of the Theoretical/Practical model for this dissertation. It is presented in detail in order to provide the reader with both the underlying theory for the components of the model and the implementation of this theory.

In the following pages we will consider the structure continuum, the emphasis on self, and group building as they develop in the first stage of the model. First we will consider the structure continuum. Then we will examine this stage's emphasis on the self and will look in more detail at just how human relations skills can specifically serve to emphasize the self. In the last portion of this section on Stage One we

will consider the concern for group building and how human relations skills are used in attaining this goal.

The structure continuum. The first stage is highly structured. It is geared to introduce the class members to this type of educational approach and to each other. In this stage the teacher almost completely structures the day's activities, using clearly visible organization. This marks the beginning of the structure continuum which will move from a high degree of teacher-directed structure with minimal student input, to a high degree of student-directed activities in the end of the fourth stage.

This high degree of teacher direction can be seen in both classes. For a large part, the first day in both classes was given to explaining the course structure and expectations. In this stage the Miscellaney class teachers selected the reading material and every student read the same work at the same pace, with little variation. Later in this stage individual reading pace began to be allowed. The writing assignments were chosen by the teachers and were the same for each student. A routine was established with journal writing almost every day at the beginning of class. Toward the end of this first stage students indicated the regularity of this activity by coming, unbidden, to pick up their journals at the beginning of class. The Salt Marsh Studies class was started with the same degree of teacher direction. At the beginning of this class the daily activities were assigned to the group as a whole with little to no variation. As their own questions and curiosity arose and were encouraged during this first stage, some variety in the class activities emerged. Later in this stage the class period started with



teacher-directed assignments and ended with somewhat more student-directed activities such as exploring the marsh on their own or reading material of their own interest. Starting each period almost always with a journal writing assignment, the students were provided with a sense of order and knowledge of what to expect.

Emphasis on the self. Leaving for now the structure element of the first stage, we move on now to the focus on the individual, which is a second major element. Developing the students' sense of self should be considered when preparing lectures and discussions as well as the activities in which the students are more actively involved. One method for doing this is to present the course material through both a cognitive and an experiential mode. In this way the teacher is involving more of each student's self than if just one mode were used. The term experiential includes a variety of levels of experiences. It can range from physically being involved in the course topic (e.g., going to the salt marsh and spending time exploring and searching for certain specimens or phenomena), to reliving emotions one has had with reference to the course topic (e.g., discussing or writing about one's own experience or adventure similar to the book being read in class). The crucial element in the experiential mode is getting the student to experience, not just think about, the topic being presented.

The combination of the cognitive and experiential modes is valuable as it brings more aspects of the student into the classroom. By planning activities which call upon the students' cognitive facilities, in addition to asking that the students involve themselves through experiencing the course topic, the teacher has the opportunity for validating

and encouraging more of the students' individuality. The more aspects of the student involved in the classroom, the greater the chances are for encouraging the development of a sense of self.

An example of this combination from the Salt Marsh Studies course would be taking a field trip which was preceded and/or followed by such activities as a discussion, question and answer period, or writing session. The students are experientially involved by going to the marsh, allowing all their senses to be included in the course activity. They also are requested to include their cognitive abilities in order to derive meaning from what they have experienced. By including both types of modes, the cognitive and experiential, the students can be more fully engaged in the activity with a greater degree of the self involved.

An example from the Miscellaney class would be writing about one's own feelings on a topic that is presented in the course reading selection. This creates an occasion for re-experiencing one's own feelings within class time. It brings more of the student into the classroom, with the goal of validating more of that individual. With a discussion following the writing, it allows the students to add a cognitive element to the affect they experienced and expressed in their writing.

Another important method for developing the students' sense of self in this stage is to focus the day's activities in a way that the students can begin to recognize and build upon their own knowledge of and interest in the course topic. Discussions are geared to bring out the students' curiosity, as well as their ideas and opinions on the course topic. They are encouraged to explore what they already know and think about the subject, through both discussion and writing assignments. By

recognizing, accepting, and encouraging the students' knowledge, opinions and interests, the teacher helps the students themselves to see that they have something of value to bring to the class. This is a validating activity which can aid students in knowing, accepting, and being more aware of what they already have accomplished. Even if they have no specific factual knowledge on the course topic, their interest, questions, and imaginations are encouraged and accepted as an important method in personal validation. By letting students know that what they think and feel is important, the teacher encourages their involvement in the class as well as helps them to recognize and accept more of themselves.

An example of this type of activity in the Miscellaney class would be the journal writing assignments. The assignments required the students to describe some feeling or personal opinion on a particular topic which was relevant to the class reading. The assignments were aimed at self-expression with self-affirmation as one of the goals of the activity. By having students first put in writing their own thoughts and feelings on a topic, and then by leading a discussion on that topic, the teacher has encouraged individuals to explore their own selves and to participate in the class activity.

This method used in the Salt Marsh Studies course would also involve journal assignments. Having the students write a description of the salt marsh before they have visited one, having them write out questions they have about the marsh after they have visited it, and other journal assignments of this nature, directs the students' attention to themselves first. It provides an opportunity for recognition both of

what the students already know, and of their interests in the topic. It is evident that the journal writing is a valuable activity in focussing the students' attention on their own knowledge, interests, and questions. It can be used in a wide range of courses for this purpose.

Although the first stage's focus on the individual is geared to aid the development of the students' sense of self, this process will not occur automatically. It is often very difficult to aid students in doing what they want to do, because they have been told what to do for so long that they are out of touch with themselves. Thus, this model tries to remedy this problem by helping students pay more attention to themselves while they also consider the course material. This process is rather complex. Some students will start off more self-directed than others, some will always need a certain amount of teacher-direction, and some will be able to direct themselves much sooner than others. This variety in students' ability demands a flexible leadership style on the part of the teacher as well as real sensitivity to what level on which each student is working.

Having briefly reviewed the structure continuum and some general methods which emphasize the self in the first stage we will now look at some specific ways in which human relations skills are used to this end. We will first consider how each of these seven skills work for an emphasis of the self. Next we will review how the skills aid in the process of building a trusting and cooperative group.

Human relations skills for emphasizing the self. The first skill we will look at is that of active listening. It is perhaps the most useful skill in aiding the development of a student's sense of self.



Actively listening to students is one way to help them in the areas of self-acceptance and self-exploration and -expression. It also provides a means by which a teacher can respond more effectively to individual students' moods.

In both the described courses students who had questions or concerns were listened to with care and acceptance as a method for encouraging them to take themselves seriously. Listening to students' self-doubts with respect and acceptance encourages their self-acceptance and aids them in moving beyond their fears. In the Salt Marsh Studies class the first journal assignment seemed difficult to impossible to the students upon their first consideration. After time was spent listening to their doubts with understanding, the teacher was able then to give them reassurance and they were able to give the assignment a try. They discovered they were in fact able to complete the task.

When students feel important because someone really listens to them, their motivation increases. As Hersey and Blanchard (1972) point out, when people feel important, their motivation and production increases (p. 44). The key to using active listening for this goal is honesty. A teacher cannot, for very long, effectively encourage self-acceptance and feelings of importance through listening unless it is true listening and honest caring. Manipulation is eventually exposed with the resultant classroom climate becoming distrustful and closed.

Active listening can be used to aid students in self-exploration and self-expression. This can be seen in the Miscellaney class when teachers listened carefully to thoughts and feelings expressed during class discussions. Listening and responding in an accepting, non-eval-

uative way encourages the sharing of one's self with others as well as looking more deeply into one's own thoughts. It is a way to create a safe atmosphere. The discussion session led the third day of class was not one of this nature and it did not go very well because it was too 'right answer' oriented and not very student-oriented. Students were guarded in their answers and were not thinking as freely or expressing as openly as they did in a less evaluative climate.

The accepting climate created in part by active listening also encouraged students to explore and more openly share their thoughts, fears, and feelings in writing. The journal assignments in Miscellaney were definitely geared to exploring one's own personal world and to expressing opinions and feelings with regard to it. The goal was to help students recognize and accept more of themselves. This was encouraged by the teachers writing short, supportive comments or further questions in response to daily journal writing. This served as a variation of listening, only in a written form. When these journals were handed back to the students at the beginning of each class period, the students always turned to their last entry to read what was written by the teacher.

Another area in which active listening is effective is that of working with adolescent moodiness. Responding acceptantly to students' moods is important for any age group, but it is more frequently applicable when working with teenagers. The example in the Miscellaney class in the eleventh session illustrates the effectiveness of this skill. The teacher was able to respond to a student's difficulty through careful, accepting listening in a manner which aided the student in expressing some of her blocked feelings. It seemed to help the student become

more aware of how she was feeling, accept this about herself, and realize that she became ineffective when she was filled with this mood. The student was able, after talking quietly with the teacher, to express in writing some of these feelings and to move somewhat beyond her devitalizing mood.

We have reviewed some of the ways that the skill of active listening serves a teacher in the goal of developing students' sense of self. As well as aiding the students' self-acceptance, -exploration, and -expression, the teacher is also better equipped to help students with debilitating moods. Next we will consider how having a skill in creating a safe environment in the classroom also helps the teacher in the general goal of encouraging self-development.

Creating a safe environment is as important in building an effective group atmosphere as it is in developing students' sense of self. The same elements of this skill are used in both endeavors. Providing limits within the classroom, creating an open and honest atmosphere, and being a supportive and accepting leader are all crucial for the growth of both the individual and the group. However, we will look more closely at these elements in the next section which illustrates how human relations aid in the process of group building. Each example given in that section will show how elements making up a safe environment aid in the development of an effective group. These same methods work simultaneously to develop the individual's feelings of security in the classroom. This sense of security can aid the individual students in exploring and expressing themselves. It can provide an opportunity for honest self-appraisal, for taking oneself and one's ideas and interests seri-

ously, for expressing in writing or orally one's thoughts, doubts, and opinions. It provides a chance to 'sally forth from behind the moat' with no fear that someone will sneak in and burn the castle.

Next we will consider relaxation which is a skill particularly important in the first stage. While systematic relaxation was not taught to students in either of these classes which illustrate this model, relaxation played a crucial role in the design, nonetheless. The teacher's ability to be relaxed and to create a relaxed atmosphere was what served the model's implementation. In keeping a relaxed classroom climate, the teachers were more effective in their judgment about individual and group needs than probably they would have been in a more tense environment. They were able to use a balance of relaxation and tension in a creative manner. And the students in this setting were more able to explore and express themselves than they would have been in a less relaxed situation.

An example of how being generally relaxed helped the teachers respond with better judgment to students' needs can be seen in both of the classes. The very first day of the Salt Marsh Studies course the students made it very clear that they did not want to do the first journal topic because they felt that they knew absolutely nothing about the subject and therefore could not possibly write on it. Had the teacher been tense, this seeming refusal to follow instructions could have triggered an angry and stern response from her which would have been a completely inappropriate judgment of what was needed. Because the teacher was relaxed, she was not threatened by the students' noisy protest over the assignment and was able to listen to their fears of not knowing the



'right answers.' Then the teacher was able to, with encouragement, reassurance, and firmness, get the students to let go of their fears long enough to write out the assignment. Much to their surprise they were able to do what was required.

Another illustration of how being relaxed helped the teacher respond with better judgment to a student can be seen in the Miscellaney class. On the third day of class one of the students refused to read beyond the first page of a short story assigned to the class that day. Because the teacher was relaxed, rather than seeing this as a discipline problem and trying to force the student to do the reading, she was able to recognize a deeper significance in the student's behavior. He was a boy who could not read well and who had a long history of difficulties with English and he had developed a strong insecurity in the subject. Instead of forcing the issue and adding to his feeling of trauma, the teacher simply let it ride. Over the term it proved to be a delicate balance between when it was best to encourage, coax, or even be firm with this particular boy, and when it was best to not push him at all. Deciding which way to go was almost an intuitive matter and tension in the teacher only served to add an extra dimension that made reading the situation much more unclear.

Using a balance of relaxation and tension is another aspect of this skill that helps developing the students' sense of self. This means being able to determine the amount of tension or relaxation best suited for a given situation or activity and being able to create an appropriate balance at the time. For the times it was appropriate for students to work in a serious business-like manner, a less relaxed climate was

needed. The teachers, understanding this, would work to create a classroom climate that adjusted the balance of tension and relaxation to the proper proportion: a climate in which students could experience the serious side of themselves was appropriate. This was accomplished in the Salt Marsh Studies class through a variety of methods. The students sat in hard chairs around a long table which, in itself, contributed to an academic atmosphere. The teacher would stand at the head of the table, rather than sit among the students, presenting information and instructions and would maintain a very quiet classroom. When this type of atmosphere was required for the class period, it was announced to the class so that none of the methods were manipulations on the part of the teacher.

When tension was not helpful for facilitating a class activity, the teachers would work to decrease any stress in the classroom. This can be seen in the Miscellaney class with the arrangement of easy chairs in the classroom and the casual and relaxed manner in which the teachers interacted with the students. The teachers both worked to keep group discussions in a conversational tone, sharing their own personal life experiences to encourage the sharing of others. They actively listened to group members, drawing them out and encouraging their thinking on the discussion topic at hand. These are just two examples of how an appropriate balance in tension and relaxation can be maintained by the classroom teacher with the overall goal of students' self-development and absorption of course material.

Feeling relaxed in the classroom can benefit students in exploring their own potentialities. Over the course of the first stage in the

Salt Marsh Studies class students began to feel more relaxed about their journal assignments, realizing that the assignments were not quizzes and that all that was required of the students was to express their own thinking. On the whole, they were more relaxed in doing these assignments as time went on and they began to write more fully and personally. In the Miscellaney class Fridays were set aside for individual reading. Students could curl up and read alone all period either the class book or a book of their own. It was a time students enjoyed and even the students who found reading difficult and who avoided it at home, would read with concentration the whole period on Fridays. The relaxed setting, with the expectation of everyone reading, gave the students who enjoyed reading a time to which they looked forward and to the other students, it provided a non-threatening occasion for reading which they knew they personally needed.

We have seen how the teachers' ability to be relaxed, to create a relaxed environment, and to maintain an appropriate tension and relaxation balance in the classroom helps both the teachers and the students in furthering the students' development. It is a subtle skill, but valuable nonetheless, in fulfilling the model's goal of aiding students in developing self-directed learning.

The next skill we shall consider briefly is that of reading and responding to non-verbal communication. Having a skill in this area helps the teacher to be sensitive to individual students' needs and thus more effective in encouraging their growth in a sense of self. During the first stage when the teacher is still getting to know the students, a great deal of information comes via this route. Watching to see when

individual students finished an assignment or noticing when a student needed personal attention were both ways that the teachers in both classes kept in touch with the individuals in their course work and learned more about their abilities. This kind of attention also aids in giving a student the feeling of counting in the group.

Reading students' non-verbal communication helped the teacher give the appropriate amount of direction and freedom to work on one's own. When students in the Salt Marsh Studies class wanted to explore the marsh more individually and showed by their behavior the ability to effectively do so, the teacher encouraged it. When a student in the Miscellaney class showed through hesitation or avoidance by fooling around that there was a question involved in following the day's directions, the teacher was in touch with this and able to respond appropriately to that student.

These are general ways in which understanding non-verbal communication helps the teacher work effectively with students. In addition, the skill is an integral part of the other human relations skills, providing much of the information necessary for using these skills effectively. Thus, as one considers the use of the other human relations skills in working to facilitate self-directed learning, it is important to realize the significance of having a skill in non-verbal communication.

The next human relations skill we shall consider in emphasizing the students' self is that of feedback. In the first stage feedback was used in three basic ways in both classes. It served as a supportive measure, a disciplinary measure, and an academically informative measure. Each of these functions aided the teacher in providing informa-



tion to increase the students' sense of self.

The supportive aspect can be seen in both classes most clearly in the comments teachers would provide in a written response to students' journal work. The teachers would give positive feedback and supportive statements in response to the written journal assignments each day. This provided a channel through which the teachers were able to encourage student self-acceptance. In addition to written feedback, the teachers would also give positive feedback to students during class discussions with the same goal of encouraging self-acceptance.

Feedback on inappropriate behavior was given in such a way that students knew that the behavior--lateness to class, talking loudly while others were working quietly, not completing assignments on time--was not acceptable, but they as people were still valued. Giving feedback in this area increased students' self-knowledge and in some cases their self-awareness (they were not always aware of talking too loudly or that others were trying to work). It provided a method for trying to discourage inappropriate behavior through a calm, non-threatening approach. While it was not always sufficient in itself to deter misconduct, it was definitely a valuable method to use first in helping to change student behavior.

Students also received feedback from the teachers on their ideas and their mastery of course information. This was done through discussions and written comments on journal work. It provided the students with information on how well they understood the course material or how well they fulfilled the assignment. It was done in a way that was informative and supportive, even when the student's work was not up to

standards.

The use of feedback is perhaps the most direct method for encouraging students' development of a sense of self. If used properly, it can be a distinct advantage in encouraging students' self-directed learning.

We look next at the skill of leadership and how, with this skill the teacher affects the individual. Being an effective leader in the first stage of this model means maintaining an overall directive leadership style. However, the teacher must also be able to recognize the needs for other leadership styles as they arise and be able to respond accordingly. In other words, the teacher must be able to diagnose the need for leadership and be able to provide the appropriate style needed.

The leadership style which best fits this model is in its most directive phase during the first stage. This style aids the individual's development by providing a secure structure and by directing students' attention to themselves as well as to the course material. In both classes the teachers provided the structure and content for each class session. This aided in helping students to feel secure: they knew what to expect and how much they needed to work in order to meet course requirements. Many of the directed activities were focussed on the self in order to encourage self-development. The journal assignments in the Miscellaney class directed students' attention to themselves: their feelings and opinions. The assignments in the Salt Marsh Studies class encouraged thinking for oneself. The journals also urged students to take their own questions and curiosity seriously. In that class the leadership was encouraging of individuals pursuing their own interests,

which would eventually lead into an individual project.

In this concern for encouraging the growth of each individual, the teachers were able to be flexible in their leadership style even in the first stage. This flexibility, though least pronounced in this stage, was definitely an important factor in emphasizing the students' self. In the Miscellaney class the students who had a long history of struggling with English skills needed greater encouragement and greater leeway than those students who had little difficulty with reading and writing. Thus the teacher's style of responding to each student differed somewhat according to the situation. Students who could get started on the day's activities on their own were allowed to do so, while other less self-directed students received more teacher direction. In both classes the teachers encouraged students as they began to develop some signs of self-direction, such as wanting to work alone in another room where there were no distractions, wanting to read more on their own at home, and so forth. When these requests occurred, the teachers were encouraging of the students' self-direction.

Thus, in having skill in effective leadership, the teachers were able to diagnose individual situations that differed from the overall first stage need for directive leadership. They responded to these situations and individual needs with varying styles of leadership. In using the directive style they both provided a clear and secure structure in the classroom and directed students' attention to their own thoughts, feelings, and interests in order to encourage the growth of the self.

Group dynamics is the seventh human relations skill used in this

model. Having a background in this area helped the teacher to emphasize the students' self in an indirect manner. By working to build an effective group, the leader is simultaneously working to build the strengths of the individuals who make up the group. Thus, in the next section we will see more specifically how understanding group dynamics helps not only the classroom interactions as a whole, but the individuals who comprise the class.

Building the group. In the following section of this chapter we will consider group building activities found in the first stage of this model. We will first look at an overview of building an effective group and second at the ways in which human relations skills are specifically used to facilitate this process.

This third important element of the model, building an effective group, can be seen most clearly in the first stage. In order to reach this goal, the teacher works to create feelings of individual security through establishing a safe environment, maintains clear boundaries or limits, and works effectively with the group dynamics.

In establishing a safe environment the teacher needs to be both honest and open. Creating a relaxed atmosphere and maintaining a supportive relationship with the students both aid in reaching this goal.

Creating boundaries in the classroom is crucial, particularly in the first stage. The teacher does this by being directive in the class activities, reprimanding when necessary, and using disciplinary measures as appropriate. Course expectations are clearly outlined so students know what to expect.

The group dynamics in the first stage require an effective leader



with a sensitivity for the students' needs for a hierarchy, power, membership, and communication. It is a time to help students get to know one another and to encourage them to talk with each other in class discussions rather than just to the teacher. The students will tend to be rather task oriented in the beginning and eager for teacher direction.

In the following pages we will see more specifically how these factors in building an effective group are developed through the use of human relations skills. We will consider each of the seven skills and review how they work in helping the teachers develop feelings of security in their students.

Human relations skills for building the group. Looking first at the skill of active listening it becomes apparent that it is a skill that helps build an effective group in an indirect rather than direct way. As students, by the teachers' encouragement through careful listening, begin to develop a greater amount of self-acceptance, the atmosphere of acceptance in the group, too, will grow. Although this is not demonstrable in the first stage, the author maintains that building of self-acceptance did begin in this stage and by the time the class was working in the fourth stage, it became apparent that the group had developed a more accepting atmosphere than in the first stage.

When suggestions or doubts came from the group, the teachers carefully listened to them, rather than being threatened by them, and they responded to them in an honest, open manner, helping to build a cooperative group atmosphere. When the group in the Miscellaney class wanted to know why they had to write in their journals every day, the teacher listened fully to their question and to the underlying concerns. She

then answered fully and honestly. The group responded with acceptance and the class continued with an air of cooperation. The group seemed to feel seriously listened to and respected.

The group benefits from active listening in two ways. When the teacher listens carefully and acceptingly to group concerns, it helps develop an atmosphere of cooperation and group self-respect. When the teacher listens attentively and acceptingly to individuals in the group, it helps develop the students' self-acceptance and self-respect, which is, in turn, developed in time in the group itself. Thus active listening is a skill which aids the teacher in efforts to facilitate an effective group in the classroom.

The next skill we will consider is that of creating a safe environment. Having this skill is exceedingly useful in supporting the development of a sense of self and an effective working group in the classroom setting. Critical components of such an environment include an honest and open, accepting, and secure climate. Both the individual and the group benefit by the creation of a safe environment, so in reviewing the different aspects of creating such a climate the methods apply simultaneously to group and individual.

One method for developing a sense of security within the class is to provide boundaries or limits. Students tend to feel more secure when they know what is expected of them and what they can expect from the course. This was done in both courses through several means. At the beginning of the term the teachers thoroughly explained the model used for the courses. They described the various components and how these would be used throughout the term. At the beginning of each class

period the teachers would outline the day's activities so that students would know what to expect from that period.

Another means for establishing limits is through disciplinary action. Reprimanding students when they step out of bounds is crucial in the maintenance of boundaries. It should be done in a manner which does not break the thread of trust, but it should definitely be done. An example of this can be seen in both classes with regard to lateness. It was made clear to the students that their lateness was entirely inappropriate. But it was done in such a manner that it was the behavior that was being censored, not the individuals.

Another area to consider with regard to establishing feelings of security is that of the actual physical setting. There are innumerable physical settings which would lend themselves to a feeling of security. The settings used for each of the courses illustrated in this paper were quite different from one another. Yet each was designed to lend itself to providing a secure atmosphere. The Miscellaney class was heavily populated with students who had a definite dislike for English due to their past failures. Creating a safe and comfortable environment was crucial for this group. Meeting in the library, with its overstuffed chairs arranged in a circle, gave the class a start toward seeing English as a subject that could be enjoyed. The Salt Marsh Studies class met around a long table which lent both a tone of seriousness and a sense of group feeling. To further this feeling, the teacher sat among the students at the table, sitting at one of the long sides rather than taking a position at the head of the table. Later in the first stage when a serious tone was to be emphasized, the teacher would stand at the

head of the table presenting information and giving instructions. This was done at that point, however, in such a way as to not destroy the group's feeling of security.

Openness on the part of the teacher is an effective way to work for a safe environment. Outlining the day's activities at the beginning of each class session was done in this spirit of openness. Another method for creating an open climate is to always provide the real reason behind course assignments. On several occasions, in both courses, students raised objections to a course activity and wanted to know why it was required. When the full honest reason was given in a calm and unthreatened manner, the students were satisfied and went to work with an air of cooperation.

The third area of importance in creating a safe environment is the establishment of an accepting atmosphere. The foundation for this was laid during the first stage. Creating an accepting climate was most readily done through active listening. When students in either class had questions, doubts, concerns, or interests to share, the teachers made time to listen to what they had to say. Sometimes the students would have to wait a bit to be listened to, but a great deal of effort was spent in making sure that they were heard. Their feelings and opinions were accepted as vital and real and they were encouraged to share them in the group as well. As this aided the individuals in self-acceptance, it also aided the group in developing a general atmosphere of acceptance.

Creating a safe environment with its secure, honest and open, and accepting climate is a valuable influence on the development of self-



learning in the class room. It helps the individual students by encouraging them to share and explore their own thoughts and feelings. It helps the group develop in trust and openness by providing an atmosphere where these qualities can grow. Thus, being able to create such an environment provides a useful tool in the goal of encouraging self-directed learning.

Moving on, we look next at relaxation as the third human relations skill used in this model. Being able to be relaxed and to create an appropriately relaxed atmosphere helps the teacher to build an effective group in the same ways that this skill aids in encouraging the development of a sense of self. The teacher's ability to be relaxed enhances his/her skill in reading needs and non-verbal communication of the group as readily as it does for the individual. Skill in relaxation helps the teacher create the appropriate balance between relaxation and tension for the given situation.

Certain activities, certain individuals, certain stages in the model, certain moods of the class, certain times for the teacher all demand a different regulation of the tension/relaxation balance. Some students do very poorly when tension is a part of the activity. Others need a certain amount of tension just to get started. In giving the reading test to the Miscellaney class the teachers had to respond to some students who had very low self-esteem in the area of reading on a light note in encouraging them to give reading the story a try. While other students who could read very well but were slow starters and inclined to procrastinate, required a response that was more tension-inducing rather than reducing.

Some activities needed a degree of tension included in order for them to work well--speed writing, speed reading, finishing an individual project on time, getting across the wide marsh within a given class period. While other activities needed a more relaxed atmosphere for success--journal assignments which call for creative imagination or description of personal feelings, the sharing of personal reactions to a story during a class discussion.

The first stage of the model, or the first portion of the term, requires a delicate balance of relaxation and tension. In order to establish an air of seriousness in the class so that students expect to work, a certain degree of tension is appropriate. This was done in the two classes by talking seriously about the course expectations, giving a pre-course evaluation, having students fill out questionnaires, having an outside observer visit the class. Yet the group needed to develop the feeling of security in a safe environment so an appropriate degree of relaxation was also crucial. Keeping a conversational tone during group discussions, answering all questions honestly and openly, recognizing and respecting self-doubts when they were expressed but supporting the individuals in their efforts were some of the ways used to help create the appropriately relaxed climate.

It is a delicate and ever moving balance between relaxation and tension that helps students to work well and feel safe enough to explore and express their own sense of self as well as work together as a group.

This balance is affected by the group's mood. Sometimes the group would come into class with an air of frivolity, sometimes with apathy, sometimes with contention and disagreement. Sometimes cliques would

form, leaving certain class members feeling out of the group. The teachers' ability to notice the group mood, to be relaxed and centered enough to correctly read its meaning, and to be able to choose an appropriate tone to start the class off working well as a group, was important. This skill uses many of the seven human relations skills mentioned in this paper.

When a portion of the class came late during the first stage of the Salt Marsh Studies class, the teacher clearly and simply reproached those students for that behavior and began the class activities in a brisk manner. This amount of tension served well as the students quickly and quietly began the work of the day and continued working well throughout the period. The teacher did not remain in a critical frame of mind and the students responded without sulking.

In contrast, the day the Miscellaney class began in a spring fever mood, rather than increasing the level of tension as a method for obtaining a working group, the teacher provided an attractive journal topic and, laughing along with the students and remarking on their mood good-humoredly, was able to draw their attention to the writing task which was soon underway. This relaxed approach worked well with this type of group mood.

And finally, the more skill in personal relaxation the teacher has, the more effective he/she can be in preventing personal moods or life situations from interfering with working with a group of students. The author found that she used her skill in this area to effectively reduce her anxiety which naturally came from giving a course which was to demonstrate my dissertation model. Being relaxed helps the teacher be in

touch with the class and be able to read the needs of the group.

Thus having the ability to relax and to create an atmosphere of relaxation, as the situation warrants, serves the teacher in a variety of ways. The skill helps in facilitating a working group and, in the long run, in aiding self-directed learning.

Focusing next on the human relations skill in non-verbal communication we can see that being sensitive to this type of communication helps the teacher to facilitate the growth of the group in the same way that such sensitivity helps to aid individuals in their growth. Group dynamics are frequently expressed non-verbally and the teacher who is sensitive to this communication will be more equipped to move accordingly than one who is unaware of this level of communication. Determining the appropriate amount of structure or teacher direction for the group is considerably aided by being able to read the group's needs as expressed non-verbally. Reading the mood of the group also is aided by understanding the group's non-verbal communication.

One example of group dynamics being communicated non-verbally is the seating arrangement taken at the beginning of each class period. The issue of group membership is often portrayed in this manner. Students who do not feel a part of the group either because they feel excluded, or because they do not want equal involvement, often communicate this by where and how they chose to sit. This was clearly displayed in both the Miscellaney and the Salt Marsh Studies classes. Sitting outside the circle, sitting at a separate table, sitting behind other students all were examples of communication at this non-verbal level. The school van was frequently used for transporting the entire Salt Marsh



Studies class to the various marshes. The group hierarchy of the day was always acted out as people got the more or less desirable seats for the trip. Being in touch with this aspect of group dynamics helped the teacher in judging workable groups that formed for the day's activities and in making suggestions for groupings that took into account the pecking order.

The group's need for high or low teacher direction each day was communicated by the students' non-verbal behavior. During this first stage students generally needed considerable teacher-direction--they would wait to be told what to do, they would fool around if there was not something clearly assigned to them. As they got more involved in the two courses over time, they indicated less need for constant direction--spending more time on assignments, carrying on discussions more fully. The teachers could read from this behavior that less directing was necessary and thus responded accordingly.

Some days the group mood would be prominent in effecting the classroom tone. Being aware of this non-verbal influence on the day's activities, the teachers would respond with measures designed to facilitate a working group. The spring fever day in the Miscellaney class was met with an appropriate and engaging journal topic. The days it was overcast and uninviting outdoors for the Salt Marsh Studies class, enthusiasm and cheerful encouragement was needed from the teacher to prevent group mutiny. Once outside, the group usually perked up on its own, but it needed extra awareness and effort on the teacher's part to make sure the group got outside.

These are just a few examples which illustrate the value of having

a skill in non-verbal communication for facilitating a working group. Responding to this level of communication goes on constantly and the more consciously aware the teacher can be of what is being communicated, the more effective will be his/her responses to the group's messages.

We will look next at the fifth human relations skill presented in this paper--the skill of giving feedback. This skill has a rather indirect influence on the group during the first stage. The two ways it most obviously serves to strengthen the effectiveness of the group are by providing a means for support and a means for non-destructive discipline. In general, feedback indirectly helps the group by setting a tone of honesty for group interactions. The teacher models an effective method of communication in giving honest and clear feedback to individuals during class time. This has little noticeable effect, however, in the first stage other than subtly working to help create a safe environment.

Positive feedback given to either individuals or the group as a whole is a channel for supportive measures. Letting a student or the whole group know that certain behavior is appropriate helps to both build individual self-acceptance and an air of group well-being. In addition, it provides students with knowledge of behavior that is beneficial in that class.

Effective negative feedback provides a means for discipline that clearly furnishes boundaries or limits for the individual and the group without destroying trust and openness. Letting a student know clearly how his/her behavior affects others, either the teacher or the group as a whole, and that it cannot continue for those reasons, is an important

measure to take both in maintaining a good working climate and in working to keep an open group. Further, it provides the whole group with a boundary--they all know that such behavior is inappropriate. Using feedback in this way helps a teacher develop an industrious environment without hurting individuals' feelings or injuring the group trust.

In general, using feedback in the classroom is using a method of communication which builds rather than destroys trust. This lends itself to the overall building of a trusting group which is one of the important elements in developing student self-direction.

The next human relations skill we shall consider is that of leadership. Effective leadership in supporting the growth of a working group involves both the components of diagnosis and flexibility--being able to switch from one style to another as the situation warrants.

The foregone diagnosis as stated in the previous section for the general leadership style was one of directiveness. The teachers provided the daily structure of class activities. The group was told on the first day of class what to expect from the course and what was expected of the group. Each day the teachers laid out the activities for the class period. Through this directive approach the teachers were able to establish clear boundaries in which the group could expect to operate.

However, this was not done without taking into account the group's needs, interests, and requests. Flexibility is the important factor involved. The teachers responded to the group's verbal or non-verbal expressions by changing the tone of the class period. When in either class there arose an air of building frivolity, the teachers responded

with increased directiveness. On the other hand, when the group was working well with no signs of needing further instructions, the teachers responded with less directiveness.

The teachers also responded to the group's expressions by altering the day's activities. As the group in either class showed distinct interest in one class activity, the scheduled activity to follow would sometimes be dropped from the day's plan in order to encourage the students' involvement by allowing more time. When suitable requests came from the group, the teachers responded supportively. Reading aloud one Friday was a group request in the Miscellaney class that illustrates this situation. By allowing the group to act on its ideas, the teacher moved in an effective direction for the day's activities by modifying her amount of directiveness. This also encouraged the development of a group feeling, that of having a power through group effort which helps the growth of an effective group.

Thus good leadership serves to facilitate the building of a working group through diagnosis of the group's leadership needs and the flexibility to provide the appropriate style.

In concluding the review of human relations skills used in the first stage, we will look at the skill of working with the group's dynamics. Understanding these dynamics is a valuable skill in working for an effective group. This understanding can help the teacher plan activities which specifically aid the group process. It also can help the teacher understand the group interactions in the classroom at a more basic level.

Although in the first stage the teacher should plan course activ-



ities which help students get to know one another, little of this was done in the two classes presented in this paper. Given the small school setting and the small class situation, students knew each other better at the beginning of these courses than most students know each other at the end of a course in a larger school setting.

During the first stage the teachers used various activities for building an operative group. The Miscellaney course involved many class discussions and the teachers encouraged student-to-student dialogue during these occasions rather than just student-to-teacher dialogue. The discussions were often made up of sharing personal feelings and events that occurred in students' lives as related to the literature being read. Both these types of topics lent themselves to building group trust and openness, which grew throughout the four stages in the course. The Salt Marsh Studies class, which in itself was a less personal sort of course, used other activities for building a group. By having students share materials (e.g. three students using one large topographical map; the whole class sharing a stack of reference books while they worked on their day's assignment), the teacher was able to encourage positive group interaction. Assignments that had the class break into smaller groups also encouraged positive interaction. When the small group had one task on which all the members were to work (e.g. collecting each plant on a long list of plants), an air of cooperation rather than competition was developed. Giving responsibility to small groups (e.g., showing the visiting Earth Science class different aspects of the marsh which were listed in their journals) also worked for building a sense of group feeling and belonging.

In both classes the teachers kept an eye on the group interactions to make sure the groups were working well. If problems arose, the teacher would intervene in order to facilitate better communication between group members. Inasmuch as these groups were not Training Groups, the teachers would sometimes simply request that the disruptive member move to another place in the room if that seemed to be the most appropriate intervention. This was, however, a rare occurrence.

The understanding of such group dynamics as establishing a hierarchy, the struggle for control, the question of membership, and the issue of motivation, allows the teachers to see classroom activity in a new light. Students' behavior can be viewed with a larger perspective. When they challenge the day's activities, complain they do not want to do an assignment, or come late to class, the teacher can step back and mentally check whether or not the real issue is not one of the expected group dynamics in force. When there is disruptive interaction between students in the group, the teacher has a better understanding of some of the dynamics possibly going on, rather than simply seeing it as students being unruly.

One major contribution this background provides is a mechanism for not taking students' behavior too personally. In working with adolescents one hears a lot of complaining as well as a lot of energetic enthusiasm. Having a perspective which allows a better understanding of the unproductive comments and behaviors permits the teacher to ignore or downplay these when they occur and to encourage or bolster the enthusiastic, energetic responses when they occur.

Incidents such as two students wanting to sit in the same large

together (insisting it can be done quietly), rather than one of them going and getting another chair or sitting in a less comfortable chair, can be seen as something other than just disruptive behavior. Understanding that there is a public display of friendship and affection involved, perhaps some showing off, perhaps just an acting out of feeling relaxed and secure in this class, is important in how it is responded to by the teacher. An understanding of complex forces being at work can aid the teacher in intervening effectively without losing the positive atmosphere or group trust in the classroom.

Finally, understanding group dynamics provides the teacher with a general framework for planning the course activities over a term. Understanding that all groups go through certain stages gives teachers a fuller view of the process and enables them to plan accordingly before the course begins and to respond more appropriately during the course. Both the courses in this paper were planned with group development going through four phases. In the first phase, or stage, the group tends to be its most dependent on direction from the leader. Thus in planning and carrying out these two courses the teachers recognized this group tendency and were their most directive during this time period.

In conclusion, understanding group dynamics helps teachers deal more effectively with group interaction, plan more effectively the daily activities, and respond to individual students more efficiently than if they did not have this background. Being sensitive to and understanding what is going on within the group is perhaps the most beneficial skill teachers can have for helping to build a trusting, cooperative group in the classroom.

This review of the utilization of the seven human relations skills in the first stage presents the bulk of the reasons for using these skills to aid the process of developing self-directed learning through emphasizing the self and building a working group. The next three stages will be briefly presented only to further illustrate the use of these skills for this goal. These sections will not involve the lengthy presentation afforded the first stage as most of the theory has already been given and the next three stages will merely show how this theory continued to be implemented throughout the development of the two courses.

#### Stage Two--Variation

Structure continuum. Looking at the structure continuum we will see that the second stage involves decreased teacher direction and increased student direction in comparison to the first stage. The variation in the source for the daily structure is not great and comes very gradually. Students are aware that more direction for the class activities will come from them as the course proceeds, but it is not a sudden or even readily apparent process. The teachers gradually increased the amount of decisions made by the students with regard to how they spent their class time.

The increase in decision-making by students can be seen in various ways in the Miscellaney class. While in the first stage all the students read the same material--the same short stories and the same books, in the second stage they were allowed to choose their own books as well as the pace at which to read them. In the daily journal writing there



now was a choice of topics rather than only one on which to write. They also had the choice to write on a topic of their own making. In both the reading and the writing more decisions were allotted to the students. However, the greatest amount of student-decision making in this class came at the end of the second stage with the planning of their contracts which would structure the rest of the course time. Through individual conferences with one of the teachers and thinking on their own, the students each came up with a list of activities they wanted in their contracts. This involvement in structuring the day's activities proved to be of real interest in the class.

In the Salt Marsh Studies class the decrease in teacher direction and the increase in student decision-making also can be seen in various subtle ways. Students began to provide more of the information in group discussions. Their own interest in working on their lists of marsh plants and animals began to structure more of the class activity time. Some students even began to request permission to take books home in order to continue working on the course there. All these developments were encouraged by the teacher as they were important in the general pattern of the structure continuum, with the source of the direction moving from the teachers to the students over the course of the four stages.

In the second stage the teacher is still clearly in the directing role in these two courses. But students are also just as clearly beginning to get more involved in structuring the daily activities both directly through decision making and indirectly through increased interest of their own.

Human relations skills. Moving on to the seven human relations skills, we shall first look at the skill of active listening. This skill continued to play an important role in the emphasis of the student's self. In both classes the teachers' contact with the students through real and careful listening served to validate the individuals. In the Miscellaney class as the students raised questions, needed personal attention, or made contributions to the group discussions, the teachers' really listening to what they were saying continued to serve in an affirming capacity, it continued to encourage the development of their sense of self. This type of listening was used to help students in expressing themselves in group discussions.

During this stage students began to speak up more in group discussions and they were encouraged by the teachers' really listening to what they were saying. Another way in which this skill was useful was in helping students select the activities to go into their contracts. It helped students sort out their own interests and their own areas of weakness. Using this skill the teacher was able to help the students come up with contracts that were truly relevant to the individual.

In the Salt Marsh Studies class active listening was the teacher's major contact with the individual students. It was an important skill as it served to encourage students in their interests and it provided a channel through which self-doubt could be expressed and questions could come.

This skill also continued to work in the area of group building in both classes. When in the Salt Marsh Studies class a suggestion came from the group for the day's activity, the teacher's really listening

to the idea encouraged the development of a group feeling. It also helped the teacher to really hear the students rather than be threatened by them as though they were trying to take over. Using this skill in the Miscellaney class to facilitate group discussions also served to influence the building of a working group. In addition, it encouraged listening to one another as a model of communication to be considered for the group norm. As individuals feel listened to, the whole group benefits by the effects.

Thus as this skill was continued to be used throughout the second stage, it kept providing a way for emphasizing the self and encouraging the development of an operative classroom group.

Looking next at the skill of creating a safe environment we will see that maintaining a secure climate, keeping an open and honest communication, and continuing an accepting atmosphere was important in the second stage. During this stage, when students began to speak up more freely in group discussions and began to make more decisions on their own class involvement, it was important that a safe environment was maintained in which to do this.

As individual differences among students began to emerge in the two classes, it was crucial that each student felt secure in the class. In the Miscellaney class when a few students began to fall behind in their reading, the teachers were accepting of the difficulty these students had in reading and encouraged them to keep reading the required amount. They did not put undue pressure on these students to keep up with the rest of the class. In this way the teachers were working to create an environment in which students would feel safe to be themselves.

A secure climate continued to be maintained through the use of boundaries set for the class. Boundaries were provided by the teacher in the daily assignments given at the beginning of each class. However, within each assignment students were now being given a choice. Thus, a safe environment was being maintained simultaneously with giving students more opportunity for self-direction. Boundaries also continued in the form of discipline.

The teachers in both classes continued to work for an open and honest atmosphere. They openly gave the reasons for the daily assignments, answered the students' questions with honesty, and they encouraged honesty on the part of the students as well.

Continuing to work for a safe environment, the teachers used the methods described in the first stage to establish a secure, open and honest, and accepting atmosphere for the two classes.

Looking next at the skill of relaxation we find that it was used in the second stage in the same manner as previously described in the first stage. The teachers continued to vary the balance between relaxation and tension and they continued to use the ability to be relaxed to aid their own involvement in the course. The students themselves became more relaxed as the course progressed, working more effectively in the class as a group. Although the use of this skill did not stand out in any way in the second stage, it was, nonetheless, a skill which well served the course design.

Moving on to the next human relations skill we again focus on the skill in non-verbal communication. This skill continued to provide the teachers with information on the group dynamics, on how the individual



students were doing, and on what amount of teacher provided structure was appropriate.

In the Salt Marsh Studies class the students' non-verbal communication often let the teacher know when they needed personal attention. It also helped the teacher to know when the student needed to be left alone. In the Miscellaney class it not only helped the teacher to be sensitive to students in that way, it also helped them to tell how successful their efforts were in working with a reluctant reader. This extra sensitivity was invaluable in this capacity as timing and types of approaches can be crucial in working successfully with students who struggle with English skills.

Being sensitive to the group's non-verbal communication in both classes aided the teachers in more effectively facilitating the developing group cooperation. The teachers were sensitive to how much direction seemed needed at the beginning of each period as non-verbally indicated by the students. This helped the teachers sense how little direction could be provided and how much was forthcoming from the group.

Having a skill in reading and understanding non-verbal communication continued to serve the teachers in the second stage. One of the ways it was helpful was in the timing of giving feedback to students. We will look next at this skill.

The skill of giving feedback began to be used more frequently in the second stage. Students began to do more on their own in this stage and thus the teachers began to let them know more about their behavior in class. Three general categories of feedback continued to be relevant in this second stage: support, discipline, and self-evaluation.

As individual students began to work well on their own, the teachers gave them supportive feedback on that behavior. The group itself received positive feedback when it, as a whole, was working well. In these situations this support helped develop both the individual students' self and the group as a working body.

When disruptions occurred in either class, letting the student or students know the effect of their behavior served to add to their self-knowledge, provide definite boundaries, and aid in maintaining a working group.

During this second stage the Miscellaney class set time aside for self-evaluation conferences with the teachers in order to develop individual contracts for the next stage. Providing feedback to each student on his/her academic and class behavior helped her/him to evaluate his/her own progress and to come up with meaningful contracts.

Feedback was a valuable skill in letting students know more about their own behavior which is in itself crucial for aiding the development of self-directed learning.

The sixth human relations skill we shall consider in the second stage is that of effective leadership. While the general leadership style was still directive in this stage, it now involved more choice on the students' part. This required an increased need for diagnosis of the leadership needs and for flexibility in providing these needs.

The teachers' leadership style began to involve the preliminary dispersion of power. Students having more choice in the daily activities and the group being more involved in discussions and group tasks both exemplified this dispersion. This encouraged students to work at

their own pace, on their own interests, and with their own direction. It encouraged the group to work well as a body.

However, with more freedom of choice involved in the class individual differences began to emerge. In the Miscellaney class some of the students began to rapidly read books of their own choosing. Other students slowed down and needed the teachers' direction and attention to maintain the minimal required pace. In negotiating contracts some students knew both what they needed and wanted to work on in the remaining course time. Others needed considerable teacher direction in looking at their own goals and their present skills and weaknesses in order to create a contract for themselves. In the Salt Marsh Studies class some students would come into the classroom and get started on their work right away at the beginning of the period. Others were slower to get to class and to get started on their own and this required a different leadership style from the style required in working with the former group of students.

In addition to working flexibly with the students, the teachers worked to maintain an accepting atmosphere in the class as these individual differences emerged. Students who were slower than the others were not criticized for this slowness, but were encouraged to work at their best pace. Those who needed more direction were treated with equal respect to those who needed less. It was openly talked about that some people needed more direction than others and that that was all right.

Thus the second stage continued to require the diagnosis and flexibility of effective leadership. It continued to require an accepting

and open leader who could respond to students as best fitted their needs. Students who began to take on their own direction in the classroom were definitely benefitted by teachers who were effective in their leadership in the classroom.

The last human relations skill to review in the second stage is that of understanding and working with the group dynamics in the classroom. This skill continued to help the teachers respond to students more effectively as it lent a greater perspective in viewing student behavior.

During the second stage students became more vocal in their class participation. This made it increasingly important for the teachers to be able to respond to the students' needs rather than simply to react to the way these needs were expressed. This can be seen in the Miscellaneay class when certain students would ask for special privileges such as moving to another room to read or write. Seeing the importance of the need for an individual to be special or different helped the teachers to respond more understandingly to these requests. When students in either class reacted to a class assignment with the classic adolescent comment, "Do we have to do this?", the teachers were able to respond honestly with the reasons for and importance of the activity, rather than react in a threatened manner to the chorus line of complaints.

Generally, looking beyond the surface of what was going on in the classroom was a definite advantage to the teachers in their working with the students. It helped the group run more smoothly and it helped the individuals move more easily toward self-directed learning.



### Stage Three--Beginning Student Direction and Stage Four--Working Student Direction

Next we will move on to both stages three and four which will be presented together rather than each one separately. We will consider the structure continuum of both stages first. We will then review each of the seven human relations skills presented in this model, noting how their implementation was used to help develop student self-direction.

Structure continuum. Looking at the structure continuum in stages three and four, we can see the continual decrease in teacher-direction and increase in student-direction. The teachers began to do much more responding to what students were doing and less presenting and directing the day's activities. By the end of the fourth stage the students came to class knowing what they would be doing that day and, for the most part, sitting down and doing it.

At the beginning of stage three in the Salt Marsh Studies class, the teacher presented single, somewhat general assignments at the offset of each class period. Students worked to accomplish these assignments rather independently of the teacher's directing. The teacher remained in continual contact with the group or individuals, but once the day's directions were given, the teacher basically responded to students' questions, clarified the assignment, and served as a resource person.

The beginning of this stage found the Miscellaney class just beginning to work on contracted activities, either in small groups or individually. The teachers still provided direction by presenting the material for much of the day's activities. Individual activities tended to be self-directed, but the group activities were all teacher-directed.

By the end of stage three students in the Salt Marsh Studies class were working independently on their individual projects with the teacher only responding to their questions and needs for personal attention. In the Miscellaney class students had become accustomed to their own contracted schedules and worked well, both on their own and in the small groups.

During the fourth stage students in the Salt Marsh Studies class worked the whole class period on their individual projects with no presentations from the teacher. The teacher worked individually with the students, helping them in their questions on their projects, urging the faint hearted, providing resources, and making sure a working atmosphere was maintained in the classroom. The Miscellaney students worked easily and well on their contracted activities during this stage, with the teacher just providing material for group activities. Students kept the class activity schedule themselves and little to no disruption occurred during the fourth stage.

In these third and fourth stages student involvement moved from tentative initiative to some clear and strong student self-direction. The teachers' role moved from general daily directing to working much closer to a general resource person. While students were not totally self-directed in either of these two classes, there was an important shift in the source of direction, going from teachers to students. These last two stages clearly demonstrate this shift and provide a dramatic contrast to the beginning of the first stage.

Human relations skills. Leaving the structure continuum we now move on to consider the first of the seven human relations skills used

in stages three and four. Active listening continued to be an important skill in both stages. In the third stage as students began to work more individually it became an important link between the teachers and the students. Listening to students in this manner when they raised questions or concerns had a couple of benefits. It continued to encourage self-acceptance as the teachers listened carefully and acceptingly to the individual students. In the Salt Marsh Studies class it provided a means whereby students could use a sounding board for deciding on a personal project to pursue. As teachers decreased the amount of their directing daily activities, they increased the amount of active listening to individual students.

By the fourth stage active listening was a major way for the teacher of interacting with the students. Students working on their own in the Salt Marsh Studies class worked most frequently with the teacher on a one-to-one basis. Careful listening provided the teacher with more accurate information on what type of help, if any, was needed from the teacher. It continued to support students in developing their own self-acceptance. It also provided another critical mechanism for encouraging student growth--the teacher would listen to the students' problem rather than solve the problem. This proved to be an oft used tool in the fourth stage of the Salt Marsh Studies class as the students worked hard to formulate and finish their individual projects.

In the Miscellaney class by this fourth stage an increase in self-acceptance became visible. Some students began to spontaneously share their journal writing and some their speed writing assignments. Not all the students wanted to share their work, but the group atmosphere was

definitely one of acceptance and interest.

Thus in the later stages of the courses as the teachers did less directing of the entire group and more relating on a one-to-one basis, the skill of active listening was used more and more. It became increasingly important for encouraging the development of the students' self and, in doing so, helping the whole group to work harmoniously.

The second human relations skill, that of creating a safe environment, was used for a subtle background in stages three and four. The teachers continued to work for a secure, open and honest, and accepting atmosphere in the classroom. They still provided boundaries for a secure environs in such ways as maintaining a working climate in the classroom, letting students know what was planned for the day. However, as the course progressed from the third to the fourth stage, the students themselves knew and eventually planned the day's activities--thus creating their own boundaries.

The teachers persisted in open, honest responses to the students in both these stages, whether they were responses of pleasure or displeasure. Both classes developed along these lines of open, honest relations by the time they reached the fourth stage.

The teachers continued in giving support and encouragement to students in their daily work. In going from the third to the fourth stage, the amount of active and accepting listening increased which also worked to maintain a safe environment in the classroom.

Thus the continuation of working for a secure, open and honest, and accepting atmosphere in these last two stages remained important in the development of student-directed learning. The teachers worked for a



safe environment as a part of their involvement throughout the entire course.

Relaxation, the third human relations skill presented in the model, was important throughout the entire course. The teachers' ability to be relaxed in the classroom in the third and fourth stages continued to serve them in making better judgments of individual and group needs. As the two classes moved through these latter stages, the students, too, developed a more relaxed involvement in the courses.

Maintaining a balance of tension and relaxation continued to be useful in stages three and four, though not as critical as in one and two. Creative tension was useful in helping Salt Marsh Studies students feel an urgency necessary to complete work on individual projects on time. It helped Miscellaney students in pushing themselves in speed reading and speed writing, activities which some had in their contracts. Yet, the overall climate for these two stages was one of relaxed, cheerful work which was increasingly directed by the students themselves.

Although the emphasis on using this skill was less in these two later stages of the model, it still remained a useful ability for teachers to have. They continued to use it in helping individuals and the group as a whole move more easily to a self-directed type of learning.

Non-verbal communication is the fourth skill to consider in reviewing stages three and four. As the teachers progressively did less directing during these two stages and more responding to individual and group needs, this skill maintained its importance in the courses. Being aware of and able to read students' non-verbal communication helped the teachers continue to remain sensitive to how much directing was neces-

sary, what group dynamics were in force, and how individual or group moods were affecting the day's activities.

As stage three was the beginning of students taking on more of the day's directing, the teachers kept a close watch on the level of work being accomplished. As students indicated through their non-verbal behavior a need for more teacher-direction, the teachers were there to provide it. And as they showed they were able to work well with their own direction, the teachers were sensitive to this accomplishment and gave less direction. Certain students consistently needed more teacher direction than others and this was evident by their non-verbal communication. Being sensitive to this need, the teachers were able to respond accordingly and subtly. By stage four in both classes the students had settled into their expected activities with the teachers needing only to maintain a working climate and respond to individuals and their needs.

In the third and fourth stages the students were working rather well as groups in the two courses. There was excitement in the third stage over group activities: starting work on their new contracts in the Miscellaney class; making their own way across the marsh in the Salt Marsh Studies class. Reading the non-verbal communication indicating this group cohesion and cooperation, the teachers encouraged their involvement and self-direction.

In both stages the general mood in the classroom was positive. It ranged at times from excitement, to frustration, to concentration, to occasional feelings of despair. The teachers worked with the groups and their moods, responding to the unspoken and spoken communication in various modes. Sometimes through encouragement and reassurance, some-

times through listening only, sometimes by ignoring the message and letting the mood or situation pass. But being aware of the non-verbal communication consistently served the teacher in responding to students more appropriately.

So in viewing the use of this skill in the last two stages of the model, we see that it remains important in helping the teacher respond effectively to students working toward more self-direction. It serves as an important source of information for the teacher in making decisions on how much direction to provide, and how best to facilitate a working group. It also is valuable in using other human relations skills presented in the model.

The fifth human relations skill which we will review next is that of giving feedback. This serves in the third and fourth stages in the same ways it served in the first two; providing support, providing non-destructive discipline and providing students with information on their academic progress.

In both the third and fourth stages the teachers gave individual students feedback on their classroom behavior and academic progress. They let students know when they were working well and when they needed to put more effort into their work. They gave students feedback on how well they were doing on their own. These comments on academic work and class behavior gave students information about themselves which is important for building a sense of self.

Though discipline was not much of an issue in these last two stages, the teachers did continue to give negative feedback to either individuals or the group when their behavior became inappropriate. This



continued to maintain the basic course boundaries, which served as one way to encourage a secure climate.

Using feedback in the classroom provides a model for one type of communication that is open, honest, and non-destructive. It eliminates any tone of derision in its disciplinary use and it provides a method for giving others valuable information in a way that they can hear. It was a helpful skill for teachers to use in these last two stages as it provided students with both guidelines and support in their development of self-direction.

Effective leadership was one of the more crucial human relations skills used in the third and fourth stages. It again required accurate diagnosis of individual and group needs for an appropriate style, along with the ability to provide that style of leadership.

In the third stage the general diagnosis of an effective leadership style was that of a less directive and a more democratic approach. Yet, at the beginning of stage three the students were still rather new to increased self-direction, so the teachers kept a close watch on what sort of leadership was necessary. Getting students started on the day's activity was still necessary in the Salt Marsh Studies class. Though, once they were involved in the activity, the teacher then usually became more of a resource person in answering questions and suggesting ways to consider in solving problems. When a more business-like atmosphere became needed, the teacher would change styles again to become more directive in creating that climate. At the beginning of stage three in the Miscellaney class the students were eager to try out their own new contracts. But they needed some direction in getting organized and in pur-



suing the group activities. Students who were more self-directed tended to have more individual work in their contracts and thus, worked more on their own. The students who needed more direction in the course tended to have group work in their contracts, the material for which was presented by the teachers, and thus they ended up with more direction. At the beginning of stage three the teachers were rather directive in their leadership style for all the students in making clear how the contract schedules would work. Once this was accomplished, the students began to follow the schedule on their own and the teachers became more responsive to students' needs and less directive on the whole. (Although they did continue to present the material for the group activities all through both stages.)

By stage four the students in both classes knew what they would be doing in each period and needed little prompting in getting started. The teachers' leadership style was the least directive at this point in the course. They provided information and possible resources when they were asked or when it appeared to be needed. However, as different students had different degrees of self-direction, the teacher still found that they had to vary their leadership style according to a given student or situation. This flexibility was valuable as it helped the teachers work with each student as that student needed, thus responding to students' uniqueness rather than trying to treat them all alike.

Effective leadership continued in the third and fourth stages to involve appropriate diagnosis of the students' needs for leadership and the ability to provide the needed style. While the teachers tended to be progressively less directive during these later stages, as the stu-

dents took on more of the direction themselves, they still needed to be able to provide firm direction when the situation or individual needed it. As the teachers were effective in providing the amount of directiveness appropriate to the situation, they encouraged the growth of the individual's self and helped facilitate a good working group. In both areas this skill lent itself to helping the development of student-directed learning.

In concluding the review of the human relations skills used in the third and fourth stages we shall consider the skill of understanding and working with group dynamics. As the groups in both classes were working rather well, this skill was not as frequently used as it was during the first two stages. Issues such as hierarchy, control, membership, and motivation tended to be rather resolved by these later stages of the courses and thus demanded less attention by the teachers.

In the Salt Marsh Studies class stage three involved the most group work of the course. Students worked in small groups to carry out the day's assignment. There was a feeling of teamwork and enthusiasm in this group work, with students seeming to enjoy working with one another. The same positive group feeling was noticeable in the Miscellaney class as the students began work on their contracts. An air of cooperation and participation was evident as the third stage progressed.

In understanding the importance of a working group, the teachers encouraged this interaction and helped the groups in their work to stay on the course topic. As the courses moved into the fourth stage, less group work was involved as more individual work developed. The teachers, however, recognizing the students' need for continued group contact

in this rather individualized stage, refrained from interrupting the few minutes of chatting which seemed to occur at the offset of each class period. It usually subsided on its own as students got involved in their work, and for those who would have continued talking, the teachers did intervene with some directiveness.

Thus, in stages three and four while the teachers continued to be aware of the group dynamics in the two courses, there was less need for actively facilitating the group's growth. The students had developed two rather smoothly working groups and the teachers tended to remain in the background, letting the students work on their own, as appropriate, in order to encourage their own self-direction.

### Summary

We have, in this chapter, presented this paper's model in both its theoretical and practical form as implemented in two courses. We have reviewed how using the described human relations skills in the classroom can serve the teacher in encouraging self-directed learning through emphasizing the students' self and through building a working group. We have seen how a structure continuum ranging from high teacher-direction and low student-direction at the beginning of the course, to low teacher-direction and high student-direction at the end of the course, was implemented to further support the development of self-directed learning.

We have seen how one of the model's three critical elements, the structure continuum, provides a framework for gradual change in the source for direction in learning. As the course proceeded, students gradually began to provide their own direction for activities. Some

students were able to move more quickly than others in this area, but all the students did make progress in becoming more self-directed. The concept of a structure continuum allows the reader to see this movement as a gradual change and it also provides the teacher using the model with a useful framework for planning course activities.

We reviewed the model's second critical element--the emphasis on the student's self, which involves activities geared to help students develop their own sense of self. In helping students to further their sense of self, the teacher is helping them to develop a broad foundation upon which to build their own self-direction.

And we considered the third critical element in this design, building a working group within the classroom. We saw how working for a low-threat, cooperative, open, and trusting group is an important task in creating an atmosphere conducive to developing self-directed learning. Such a group provides an atmosphere in which the individual students can more readily increase their own sense of self and thus can move more readily toward self-direction.

Throughout this chapter we saw the use of human relations skills--the key process presented in this model for developing self-directed learning. It is through the use of these skills that the teacher can effectively emphasize the student's self and build a supportive, working group. By using these seven skills to include these two elements, the teacher can greatly serve in helping students develop their sense of self and thus develop their base for self-direction in learning.

Finally, we have looked at the model's four developmental stages. These four stages make up the basic framework which helps the reader to



see the model more clearly and helps the teacher to use the model more easily. The stages (Orientation, Variation, Beginning Student-Direction, Working Student-Direction) do not have definite boundaries, nor are they reached by all the students at the same time. However, a teacher can be greatly benefitted by using the stages as a basic structure on which to build a course that is designed to gradually decrease in teacher-direction and increase in student-direction.

These basic aspects--using human relations skills to emphasize the self and to build a working group, and using a structure continuum--are the fundamental components of their theoretical/practical model for developing self-directed learning. Their presentation in this fourth chapter was designed to give the reader a suitable illustration of how the model was implemented in two sample classes and how they serve in the goal of student self-direction.

## CHAPTER V

### EVALUATION

The purpose of this chapter is to provide an evaluation of the model presented in the previous chapters. It is not meant to be a proof, but rather this chapter attempts to answer the general questions: did this model work in the given situation? how well did it work? what could be changed in the model that would improve it? The method for evaluating the model will be presented in the beginning of the chapter. It will be followed by the actual evaluation. The last part of the chapter will discuss both the limitations and possible improvements to the model as well as its implications.

#### The Evaluation Method

In order to evaluate the use of this model for developing self-direction in learners, we will use some of the guidelines set by Kurt Lewin in his concept of "Action Research" (Nuttall & Ivey, 1978, p. 80). This approach provides a systematic framework for finding practical answers in evaluating on-going work. Since we are concerned with evaluating a model being used in real situations, rather than one used under laboratory conditions, we believe that the action research approach to evaluation best fits our needs (Nuttall & Ivey).

The basic method in this type of action research involves three general concerns. The first is to make an explicit statement describing

the experimental intervention used in the situation. The second is to make an explicit statement of the goals of this particular intervention. And the third is the question: Were these goals achieved?

Looking at this project with these three concerns in mind we can see that the experimental intervention was employing the model which: (1) uses human relations skills to emphasize the self and to build a working group, and (2) uses a definite structure continuum. Next we can see that the goal for this particular experimental intervention is clearly to work toward the development of student self-directed learning along with learning the course material. The question of whether or not the goals were achieved is what this Evaluation Chapter endeavors to answer.

According to Cherns (1969) there are four varieties of action research available. The one which best suits this model's evaluation is called the "empirical" variety. It involves using a specific type of intervention and keeping accurate records on what is done and what happens. The general question being asked is--does this intervention make a difference? Four aspects are involved in this approach. The first is actually performing the intervention. The second is keeping a record of the activities the teacher engages in and the students' reactions to these activities. The third is making an assessment of the effects of the activities on the students. And the fourth is making changes in the intervention according to the results (Nuttall & Ivey, p. 28).

Looking at our evaluation we can see that the first aspect of this approach (performing the intervention) is the actual use of the model in the teaching of the two courses. The second aspect of the evaluation

process is keeping a daily record of activities. The chapter on Procedure presented both of these concerns. The third aspect is the heart of the evaluation process. In making the assessment of the effects of using the model we will look at four basic questions: (1) Did the teachers involved actually use the model as it is described? (2) Did the students develop in the area of self-direction? (3) Did the students learn the required course material? (4) Does this model seem to be a sound one for helping develop self-direction in learning? Methods for answering these questions will include using the results of three questionnaires given to students at the beginning, middle, and end of the two courses; observations by professionals; taped interviews with these observers; teachers' observations; a taped interview with the team teacher; interpretations of student journals; and teacher evaluations of course work. In addition, we will consider two case studies which will address the questions of whether or not the students gained in self-direction, learned the course material, and were benefited by the use of the model. A sizable amount of space in the evaluation is allotted for student input. Because it is the students' development in self-direction that the model is designed to further, their input is of distinct value and will be presented at length. The results from the three questionnaires, the typed transcripts from the taped interviews with the outside professionals and the team teacher, and the two case studies are included in Appendix B.

An overview of the use of the empirical action research method for evaluating this model has been graphically presented in the following table. In reviewing this table the reader can readily see how the four



Table 5  
Evaluation of the Model Using  
the Empirical Variety of Action Research

The four basic steps of Empirical Action Research	The four basic steps in evaluating this model
Step One Performing the intervention	Step One Teaching two classes using the model (see Chapter III)
Step Two Keeping a daily record of ac- tivities and responses	Step Two Course activities found in Chapter III and Appendix A
Step Three Making an assessment of the ef- fects of the intervention	Step Three Answering <u>four questions</u> on the model with <u>data from students,</u> <u>teachers, outside observers, and</u> <u>two case studies</u>  A. <u>Did the teacher actually use</u> <u>the model as described?</u> (students, teacher, outside observers) B. <u>Did the students develop in the</u> <u>area of self-direction?</u> (students, teachers, outside observers, case studies) C. <u>Did the students learn the</u> <u>course material?</u> (students, teacher, case studies) D. <u>Does this model seem to be a</u> <u>sound one for helping to de-</u> <u>velop self-direction in learn-</u> <u>ing?</u> (teacher, observers, case studies)
Step Four Making changes in the model ac- cording to the results of the assessment	Step Four Summary of the above data with sug- gested changes and limitations.

steps in this type of evaluation were used to provide a method for evaluating the effectiveness of the model presented in this thesis.

### The Evaluation

#### Question Number One--Did the Teachers Actually Use the Model as It Is Described?

For the actual evaluation of the model we will now consider the first of the four questions--Did the teachers actually use the model as it is described? In answering this question we will consider information from students, the team teacher, and the observers.

Student input. Looking first at the students' input to this question we will use their responses given in the second and third questionnaires. In the second questionnaire given at the end of the second stage in both classes the questions which address this issue include the following:

Do you feel the teacher listens to you? To others in the class?

Is the class a comfortable place to be? Explain.

Think about your teacher. Circle any number of words below that fit this person during class time. Add your own to the list.

nervous, relaxed, distant, patient, easily-provoked,  
cold, caring, informative, push-over, helpful, over-  
bearing, clear, threatening.

Looking back over your journal to the beginning, what do you discover? Do you have a fuller sense of some of your feelings and ideas? Has your writing changed any? In re-reading your journal, what feelings are evoked?

[This same question was reworded for the Salt Marsh Studies class to read as follows:]

Looking back over your journal to the beginning, what do you discover? Read your first entry and read today's entry, how do they compare in amount of personal involvement?

Does the teacher give enough instruction each day to suit you? Too much? Do you understand what you are supposed to do each day?

Do you have any negative or positive feelings about this group of students or any single member? How would you describe the class's behavior?

Does the activity within the group make it more difficult to learn? easier? have little effect?

In the third questionnaire, given to the Miscellaney class only, these following items addressed the question of whether the teachers used the model:

Evaluate this class on the following items:

Interesting and relevant to you, and level of enjoyment

Degree of comfort or safety

Structure (amount of teacher and student direction).

Evaluate the teachers':

Ability to get the group to learn

Ability to listen.

The third questionnaire, which was given to the Salt Marsh Studies class, was somewhat different from that given to the Miscellaney class in that it only dealt with the questions of self-direction. Both were given on the last day of class.

Unfortunately these questionnaires given to the students on the three different occasions did not completely cover every aspect of the model. They did however deal with the teachers' listening skill, skill in creating a safe environment and in relaxation. They also included questions on the structure continuum, the self emphasis, and the quality of the group work. The questionnaires did not have questions on the

Table 6  
Summary of Student Responses to Question Number One

Structure Continuum	Emphasis on Self	Group Work	Human Relations Skills (listening, safe environment, & relaxation)
Students liked the amount of structure provided and the gradual decrease in teacher direction over the course of the term.	Students saw the journal assignments providing this emphasis. They found the courses relevant and interesting.	Students enjoyed working in their classroom group.	Students felt the teachers listened to them, and the class was safe and comfortable.



teachers' skills in non-verbal communication, group dynamics, feedback and leadership. We will have to look to other sources for an evaluation on the use of these skills.

We will now review a summary of the responses students gave to the individual questions posed. A set of tables, which more graphically illustrate the students' answers to these questions, can be found in Appendix B. A table condensing their responses into the simplest of overviews follows in the text. This provides at a glance the four areas about which the students were queried and provides an abbreviated summary of their responses.

The first question on the second questionnaire asked about the use of the human relations skills of listening. In the Miscellaney class all of the seven students in the class answered that they felt the teachers listened to them and to the others in the class. The eight students in the Salt Marsh Studies class also answered this question in the affirmative with one exception. This student felt that it was difficult for her to express her opinion because so many other students wanted to talk as well. (Ironically, she is one of the most talkative students in the class.) The responses to the question on listening in the third questionnaire (asking only of the Miscellaney class) were all in the affirmative as well. Judging from the students' response to the two questions, the students felt that the teachers did listen effectively to the students.

Two questions address the topic of a safe environment, one in the second questionnaire and the other in the third. The students' responses to these questions covered both relaxation and a safe environment

in their answers. All the students in the Miscellaney class indicated in answering the question about the comfortableness of the class that it was indeed a safe environment. In one of the student's words: it's "easy to say what your thoughts are and to share them." All the students in the Salt Marsh Studies class also indicated that it was a comfortable place to be. In one student's words: "I feel comfortable in talking, asking questions, and stating my own beliefs." Thus both groups of students seem to be saying that the teachers had been able to create a safe environment in the two classrooms.

In looking at the question of relaxation, ten of the fourteen students who filled out the second questionnaire circled the word "relaxed" when choosing words from a given list of words to describe the teachers. This response, in addition to their remarks on feeling comfortable in the class, indicates that the teachers were able to be relaxed and to help the students be relaxed in the classroom.

Finally, in looking at the teachers' skills in human relations, we shall review the students' responses given to the list of words from which to choose in describing the teachers. Below is a table which lists the words and the number of time they were selected to describe the teachers.

Nervous	0
Relaxed	10
Distant	2
Patient	13
Easily-provoked	
"sometimes"	2
Cold	1
Caring	7
Informative	12
Push-over	0

Helpful	14
Overbearing	0
Clear	7
Threatening	1

And in addition to the above words, three students added the following descriptive words to those they circled from the above list: kind and understanding; rushed; and considerate. In summarizing this table, it appears that the teachers were generally supportive and were clearly a positive influence in the classrooms, in the students' opinion.

Looking next at how well the teachers used the structure continuum we can use the responses to two questions on this topic from the second and third questionnaires. The first question found on the second questionnaire (p. 280 in Appendix B) asked if the teacher gave the appropriate amount of daily instruction. The students in the Miscellaney class all stated that the teachers did provide enough instruction (structure). One wanted more direction in reading, one wanted more choice in that same topic, and one wanted more help in self-direction. Two stated that if they needed more instruction they felt free to ask for it. They all indicated, though, that the amount of instruction was suitable. All the students in the Salt Marsh Studies class stated that the amount of instruction was appropriate. One student wrote in laudatory terms: "the teacher gives a perfect amount of instruction each day. She's there to help me when I need it." The answers to this question all suggest that the teachers were able to provide enough structure (instruction) for the students and still not be too directive to suit the students.

The question given the Miscellaney class in the third questionnaire

at the end of the course (p. 282 in Appendix B) had more variety in its answers. While the overall response to the varying amount of direction given during the course was positive, some students indicated a desire for continued teacher-direction: one student wanted direction in his weak area; one student "felt better when the teacher was always directing us." But the others liked the development of less teacher direction and more student direction and thought the structure for the class was a good one.

Two questions address the issue of emphasizing the individual students' self. In the second questionnaire (p. 277 in Appendix B) the students were directed to look back at their journals to see if the journals had helped them in exploring their own selves. The students in the Miscellaney class all answered the question in ways that indicated that indeed they had used the journal assignments to explore and express themselves. One student clearly stated this in her answer: "it gives me a sense of learning about myself."

After reading back over their journal assignments, the Salt Marsh Studies class responded more about their discovery of what they had learned about the salt marsh than they did to the issue of self-exploration and expression. Though one student wrote: "the writing has given me more self-reliance." And another student said she could see through reading back over her journal that she had become more involved in the course as the term had progressed. One boy wrote, "I've learned alot about self-direction seeing that I hardly wrote down anything about plants and everybody wrote a lot." Thus, through the journal assignments, not only did these students gain an awareness of what they had



learned over one half the course of the term, some students also experienced growth in self-reliance, in involvement in the course, and in awareness of self-direction.

The second question which dealt with this issue is found on the third questionnaire given to the Miscellaney class. This question asked students to evaluate the class in the areas of interest, relevance, and enjoyment (p. 282 in Appendix B). It provides one measure for determining whether or not the teachers were successful in emphasizing the individual student's self. Did the course provide material and a method that was meaningful, interesting, and enjoyable to the individual students? All the students still in the class (except for one boy who left school before turning in the third questionnaire) answered this question in the affirmative. One boy, in particular, succinctly sums up the other students' answers with his statement: "I was interested because I liked the things I did and the books I read. I enjoyed the class very much, felt I learned a great deal about myself and my abilities."

Both these questions on the model's component of emphasizing the students' self are answered by the two classes in a way that suggests that the model was successfully employed in this area. The Miscellaney class's answers provide a much clearer picture of the use of this component than the answers from the Salt Marsh Studies class. However, using both of these two sources, there is a good indication that the teachers did emphasize the uniqueness of the individual students.

Finally, in the last portion of the students' input in answering the question of whether or not the teachers used the model as described,

we shall look at the issue of establishing a working group. Three questions on the two questionnaires address this topic. The first question asked the students midway through the term how they felt about the group and how they could describe the class's behavior (p. 281 in Appendix B). The students answering this question in the Miscellaney class almost all stated that they liked the other students in the class and most indicated that the group worked well. One girl qualified her liking of the others by saying: "I like most of the class and am happy with most of the people." Another student wrote in glowing terms that the "class is comfortable together and everyone likes each other." Only one student wrote less than enthusiastic remarks: "All my classmates leave me alone and I leave them alone." Looking at the Salt Marsh Studies class's response to this question, we see a similar trend. The students generally see the group in a positive light. One student's statement seems to fairly represent the class's overall reaction to this question: "I like everybody. It's a good group, sometimes a little noisy, but good."

The next question on the second questionnaire which dealt with the issue of the group asked students whether the group affected their work (p. 282 in Appendix B). One half of the students in the Miscellaney class answered that working in the group was a benefit to them. The other half stated that the group had little to no effect on their learning. In the Salt Marsh Studies class there was a great variety of answers. Two students stated clearly that the group was of benefit to them. Two stated that they worked well in the group but one worked better one-to-one with the teacher and the other said that sometimes she

felt rushed in the group. Two students said the group had no effect on their learning. Only one student was clear that the group presented any difficulties: "The group is more difficult when too many conversations are going on at once."

Most of the students in the two classes felt that the group was a benefit for them or that it had no effect on their learning. Only a few students mentioned any problems in working in the group and these seemed solely to be in the Salt Marsh Studies class. Some of these students indicated that less noise would have been helpful in that class.

Although one other question on the group was asked in the third questionnaire, the answers were quite limited (p.284 in Appendix B). Only three students answered and only one of them addressed the issue in her answer: "They could get the students to work quickly." The other answers of: "The teachers were great" and "The teachers made the class an interesting place to be" really do not give the readers any sense of the way the teacher worked with the group.

In reviewing the students' answers to the question of establishing a working group, it seems clear that on the whole the students liked being in their respective groups. Most of them found the group to be of benefit to them. None of them said the group was a problem for them except that a few in the Salt Marsh Studies class said less noise (conversations between students, and students and the teacher) would have been a help in working in the group. Judging from these statements the students felt that the group was a workable one and the clear majority enjoyed being together in the group.

In briefly summarizing the students' opinions on the question of

using the model in the two classes, we can see that they felt that the teachers did listen to them, that the class was a comfortable place to be where they could be relaxed and where the teacher was relaxed. Students further indicated that the teachers were supportive and a positive influence in the classroom. In addition they were of the opinion that the teachers provided an appropriate amount of daily instruction which suggests that the structure continuum was properly used. Judging from the students' responses, the journals did provide a means for emphasizing the self. The Miscellaney class all indicated that the course was interesting, relevant, and enjoyable which suggests that the emphasis on making the courses meaningful to the individual proved successful. Finally, the questions about whether or not the group proved to be an effective one were answered in the affirmative. Students enjoyed each other in the classes and no one found the group to be a problem for their own learning. This is with the exception of some students finding the conversations in the Salt Marsh Studies class to be bothersome at times. Thus it seems apparent from the students' answers to the questionnaires that the teachers did use the model in the areas of listening, creating a safe environment, relaxation, using the structure continuum, emphasizing the self, and working to create an effective group.

Outside observers and team teacher's input. Having considered the students' input to this question of whether or not the teachers actually used the model as described, we shall now review information from the outside observers and the team teacher from the Miscellaney course. Found on pages 285 to 310 in Appendix B are the comments made by these two observers who visited each course several times during the two terms



and the team teacher who shared teaching the Miscellaney class with me. Each educator was asked a series of questions which they answered in a taped interview. They were given the questions to read and think about before the interview so that they would be able to answer as fully and accurately as possible. They were all interviewed on separate occasions with none of them knowing the responses of the others.

Marty Sargent, the first outside observer interviewed, was an educator who had moved from Massachusetts to Maine several years previous to the time these courses were offered. She graduated in Psychology from Swarthmore College and received an Ed.M. degree from Harvard. Her teaching experience has been primarily in public schools, both in Lincoln and Concord, Massachusetts, where she worked in open classroom settings. Upon moving to Maine, she was a key figure in a small group of educators and parents who established a private alternative school for students from grades 4 to 12. Presently she is employed as a math teacher in the local public school system.

Joseph Hardy, the second observer interviewed, was the school's director during the period of time in which the two courses were offered. His background in education is extensive. Graduating in Chemistry with honors from Williams College, he obtained his Masters of Teaching degree from Harvard in Science Education. After teaching chemistry in public schools for two years, he entered a doctoral program in education at the University of Massachusetts at Amherst, where he was active in Science Education and Teacher Preparation. For two years following his work and study at the University of Massachusetts he co-directed the Education Department of St. Michaels' College, a small liberal arts college in

Table 7

Summary of Observers' and Team Teacher's Responses to Question Number One

Structure Continuum	Human Relations Skills	Emphasis on the Self
All three indicated it was employed according to design.	All three indicated that the seven skills were used and that an effective group climate was established in both courses.	All three indicated that there was an emphasis in both courses.

northern Vermont. There he created, with his colleague, an innovative program for teacher preparation, thus being very involved with the concepts which are integral for training students to become effective teachers. Following his experience at St. Michael's, he moved to Maine to create and open a small alternative, environmentally-oriented, non-graded high school. The school has run successfully for five years and it was at this school, the Tatnic Hill School for Environmental Studies, that the two courses described in this paper took place.

Linda Cleary, the team teacher in the Miscellaney class, was the third person interviewed in evaluating this model. A sketch of her professional background has already been presented in Chapter III. Her responses to the interview provide valuable data from the perspective of a teacher both following the model's procedure and also observing its implementation in a daily setting.

Looking now at the comments made by these two observers and the team teacher during the taped interviews, we shall consider three sections to the general question of whether the model was used as described: 1) the structure continuum, 2) the human relations skills, and 3) the emphasis on self. (Questions in the section on human relations skills address the issue of the group.) A table condensing their responses into a very simple overview can be seen on the following page. This provides the reader with an abbreviated summary of their answers to the questions on the three elements.

For the first section three questions were asked to determine whether or not the structure continuum was employed in the two courses. Pages 285 to 287 in Appendix B give the two outside observers' responses

to these questions, and pages 303 to 304 give the responses of the team teacher to the same questions. These questions include the following:

1. Did you see a gradual change from a lot of teacher direction at the beginning of the course to less at the end of the course?
2. Was there a general uniformity of student activity at the beginning and more variety at the end of the course?
3. Did the teacher talk openly about the change in structure?

Both outside observers indicated in their answers to the first question that in both the Salt Marsh Studies class and the Miscellaney class there was a gradual change in the source for daily direction. The team teacher in answering this question on the Miscellaney class also stated that there was a movement from a lot of teacher direction at the beginning of the course to less at the end, with some students moving more quickly to student direction than others (p. 304 in Appendix B).

The outside observers, Sargent and Hardy, answered in the affirmative the second question about uniformity in the classroom. Clearly, the team teacher, also answered this question stating that in the Miscellaney class there was uniformity at the beginning and variety at the end of the course.

The third question about teacher openness was answered affirmatively by Sargent and Hardy, although Hardy qualified his answer somewhat. Sargent stated that the teachers in both classes explained very openly and clearly at the beginning of the course how the structure continuum would work. Hardy, who did not observe on the first day in either of these first classes, stated that he did not hear any comment on the



structure but he assumed it was an open issue due to the overall open style of the teacher. Cleary stated that in the Miscellaney class not only was it an open issue, that very openness "was a real important part of its success" (p. 304 in Appendix B).

The second section of the overall question about the use of the model deals with the utilization of human relations skills. The outside observers and the team teacher were asked twenty-two questions in order to help determine how effectively these skills were employed. These questions are as follows:

1. What is your opinion of how well the teacher listened to what the student was saying?
2. Did the students seem to feel they were being listened to?
3. Was the classroom a relaxed setting?
4. Later in the course did it maintain a relaxed environment or did it change?
5. What would you say affected the degree of relaxation?
6. Did the teacher let the student know what their interpersonal and academic behavior was like in a way that could be accepted by the student?
7. Was the teacher open to feedback herself?
8. How would you describe the teacher's leadership style: authoritarian, democratic, laissez faire, or a combination of all or any of those named?
9. How did the students respond to the teacher's leadership?
10. Did the teacher draw out quiet members?
11. Was she clear in giving directions?
12. Did she encourage individuals to use unique talents?
13. Was she supportive in her behavior?

14. Was the group sensitive to the individual?
15. Was there much competition in the sense that we very often find in classrooms?
16. Did the individual get a say in group goals?
17. Was consensus used for making group decisions?
18. Did students get independence and responsibility?
19. Were there group activities which built group cohesion through cooperation?
20. Was the classroom a safe environment so feelings and opinions were expressed freely and frankly?
21. Did students easily ask questions for clarification, etc.?
22. Was the teacher sensitive to the needs of individuals as demonstrated through their non-verbal communication?

The observers both stated that the teacher listened to the students in both classes. The team teacher said, with great enthusiasm, that this was true in the Miscellaney class as well. All three indicated quite clearly that the students definitely seemed to feel listened to by the teacher.

In responding to the three questions on relaxation, both the observers and the team teacher answered that the classrooms were relaxed. Sargent, in answering about the Salt Marsh Studies class seemed to be mixed up about its location, stating that it met in the library, which it did not. Her other responses, however, along with Hardy's responses and those of Cleary, suggested that indeed a relaxed setting was accomplished in both of the courses. Such items as openness, physical setting, realness on the part of teachers, careful listening, the students knowing what to expect, the informality and friendliness were listed as

ways that relaxation was encouraged.

The two questions on the use of feedback were answered by all three evaluators in the affirmative, but with little detail. They indicated, however, that the teacher did give and receive feedback effectively in what they saw.

Questions eight through twelve focussed on the teacher's leadership. Both of the outside observers stated that they saw the leadership move from authoritarian at the beginning of the courses to more democratic at the end. The team teacher, too, indicated that the leadership style moved in this direction.

The ninth question was answered by all three evaluators in ways that indicated that the teacher's changing in leadership style was well received by the students in both classes with their liking both the directiveness at the beginning of the courses and the self-direction encouraged at the end of the courses (pp. 292 - 3 and p. 306 in Appendix B). The two observers and the team teacher also felt that the teacher did work to draw out quiet members of the two groups which was asked about in question ten (pp. 293 - 4 and p. 307 in Appendix B).

With regard to giving clear directions, all the evaluators indicated in their answers to question eleven that the teacher was very clear in that area. They also concurred in their answers to question twelve that the teacher encouraged individuals to use their unique talents, listing examples such as individual contracts, answering journal questions from one's own perspective, and independent projects (pp. 294 - 295 and pp. 307 - 8 in Appendix B). This also indicated that there was a focus on the students' self.

The outside observers and team teacher all agreed that the teacher for both classes was supportive in her behavior with the students. Sargent expressed this clearly in her comment: "I think the teacher made a continuous effort to be supportive and encouraging to students and to let them feel that they had a contribution to make to the class" (p. 295 in Appendix B).

Questions fourteen through nineteen dealt with the effectiveness of the two groups which made up the two classes. Both the outside observers and the team teacher answered each of these questions in ways that indicated that they saw the group in both classes to be: sensitive to the individual, lacking in competition amongst the members, and open to individual input in group decisions. In reading their responses to these six questions (pp. 296-9 and pp. 307-8 in Appendix B) the reader obtains a positive view of the two groups' internal working relations.

Questions twenty and twenty-one both refer to the environment in each course. The two outside professionals and the team teacher all answered these questions in ways that clearly indicate that the safe environment had been established in both of the courses.

Question twenty-two asked about the teacher's use of non-verbal communication skills. Sargent, in answering about the Salt Marsh Studies class, said she did not think she observed any occurrences of that nature. However, she did indicate that in the Miscellaney class the teachers were aware of and responded to communication at that level. Hardy and Cleary both stated that the teachers were working well in the area of non-verbal communication.



The twenty-two questions on the use of the seven human relations skills were answered by both the outside observers and the team teacher in ways that indicate to the reader that these skills were employed in both the project courses. Further, it seems apparent that they were effectively employed and had positive effects in those courses.

The last section of the general question about the use of the model looks at the element of emphasizing the self. Pages 301 to 303 and pages 309 to 310 in Appendix B give the outside observers' responses and the team teacher's responses to the following four questions on this subject:

1. Did the teacher pay attention to and provide time for individuals?
2. Did the class activities involve students in individual activities?
3. Do you see the journal assignments as putting an emphasis on the students' selves?
4. Were the classes run with the individual in mind?

Both the outside observers and the team teacher indicated in their answers to the first question that in both courses the teachers provided a good deal of time for individual students. They all agreed in answering the second question that students definitely spent time working on individual activities. Each of the three educators concurred that the journal writing did provide an emphasis on the student's self. And in answering the fourth question on whether or not the classes were run with the individual in mind, Sargent, Hardy, and Cleary all stated in their own ways that indeed the courses were run in that mode.

Summary of responses to Question Number One--Was the model used?

In answering the question of whether or not the teachers used the model as described in the design, we have considered the four basic elements found in the model: the use of a definite structure continuum, the use of seven human relations skills, an emphasis on the student's self, and the building of an effective group within each class. We reviewed the students', the two outside observers', and the team teacher's input on this question and continually found that they all generally answered the questions affirmatively. The students as well as the observers and team teacher indicated that a gradual decrease in teacher-direction and an increase in student-direction occurred over the course of the two classes. They all stated that the teachers used the human relations skills and indicated that these had a positive effect on the courses. Students, observers, and team teacher alike agreed that there was clearly an emphasis on the student's self. And all three groups indicated that an effective working group was established in each classroom.

Thus, in reviewing the input from these three different sources, the reader is given to believe that we can safely say that the model was indeed used as it is described.

Question Number Two--Did the Students Develop in Self-Direction?

Leaving the first question of the evaluation, we will now move on to the next question to be considered in this assessment of the model: Did the students develop in the area of self-direction? In answering this question we will use information from the students, the teachers, the observers, and two case studies.

Students' input through three questionnaires. Looking first at the students' input to this question we shall use their responses given in the three questionnaires. In the first questionnaire given at the beginning of each course the questions which address this issue included the following:

Do you understand what is meant by the term "self-direction"? If you do, please write your definition. If you do not, raise your hand and the teacher will explain. Then write your own definition.

Are you interested in working to increase your own self-direction for the time spent working in this class? Please be absolutely frank in answering this question. Give a reason for your answer.

Do you work best in a class when the teacher:

- A. gives specific assignments each day and tells each student what to work on for that class period?
- B. presents material and a few choices to work on for that day?
- C. gives general directions each day and you work on your own activity?
- D. is around to answer questions or give advice and you work completely on your own?

Explain the reason for your choice.

The last question on the first questionnaire asked the students to answer twenty individual questions on their own specific past behavior. This last section was designed to determine the students' opinions on how self-directed they saw themselves and to give them an idea of some of the ways a person can be self-directed in his/her approach to learning.

Think of how you are now in your classes. Make a list of all last term's courses and think about yourself in each of these classes when answering the following questions.

ALWAYS OFTEN RARELY NEVER

1. Do you know what the course will cover before you choose it?  
\_\_\_\_\_
2. Do you take classes because they are requirements or because you must to have a full schedule at this school?  
\_\_\_\_\_
3. Do you read other than assigned material on the course topic?  
\_\_\_\_\_
4. Do you need reminding not to chat in class?  
\_\_\_\_\_
5. Do you ask questions in class?  
\_\_\_\_\_
6. Do you avoid doing work unless asked or told?  
\_\_\_\_\_
7. Do you get to class on time?  
\_\_\_\_\_
8. When you have to do a course project, is it difficult to choose a topic?  
\_\_\_\_\_
9. Do you set learning goals for each course at the beginning of the term?  
\_\_\_\_\_
10. Do you get incompletes for courses at the end of the term?  
\_\_\_\_\_
11. Do you work well without the teacher's presence?  
\_\_\_\_\_
12. Do you drop courses?  
\_\_\_\_\_
13. If you have dropped a course, did you replace it with another course or activity?  
\_\_\_\_\_
14. Do you talk with other students while you wait for the teacher to get to you and your question?  
\_\_\_\_\_



	<u>ALWAYS</u>	<u>OFTEN</u>	<u>RARELY</u>	<u>NEVER</u>
15. Do you join in class discussions?	_____	_____	_____	_____
16. When you have a class without a teacher, do you wait to be told to go to the class and to start work?	_____	_____	_____	_____
17. Do you do assigned homework on time?	_____	_____	_____	_____
18. When you don't understand something in class or have a question, do you remain silent?	_____	_____	_____	_____
19. Can you get yourself to work even when not in the mood to work?	_____	_____	_____	_____
20. Do you ask the teacher for spelling rather than use a dictionary?	_____	_____	_____	_____

In the second questionnaire, which was given midway through the course, two questions address the issue of the development of student self-direction.

What can you say that you've accomplished so far in this class with regard to both course performance and development in self-direction?

The amount of teacher-provided structure (direction, instruction, etc.) is less than it was at the beginning of the course. Did you notice this? Do you like or dislike it? Do you seem to be able to get your work done with this amount of direction?

The third questionnaire was somewhat different for each class. In the Miscellaney class three questions on this last questionnaire dealt with the concern for self-direction.

Teacher gives almost all the direction in the class and the students have little input in the class.

Teacher  
Direction

Student  
Direction

---

Students provide almost all their own direction with only a little direction provided by the teacher.

At the beginning of this class, where were you on this scale?  
Where are you now?

Please describe how you are self-directed (if you are) and how you still need the teacher's direction.

Describe in what ways you have changed (if you have) since the beginning of the course.

The third questionnaire for the Salt Marsh Studies class had the same scale and the same first two questions. But it then had two more questions which were concerned with self-directed learning as well.

Do you think the class as a whole became more self-directed?  
Give examples or explain.

The class went from completely teacher-directed at the beginning to more individually directed at the end. Would you have preferred teacher-direction all the way through? Would you have preferred less teacher-direction and more time to work on your own?

We will now review a summary of the responses students gave to the individual questions posed. A set of tables, which more graphically illustrates the students' answers to these questions, can be found in Appendix B on pages 317 to 325.

The first question on the questionnaire given at the beginning of the courses asked the students if they understood self-direction. It was answered in the affirmative by all the students in both classes. And in answering the second question about whether or not they were in-

terested in working to increase their own self-direction, all but one student answered yes (p. 317 in Appendix B). Thus, in starting these courses the teachers knew that the students understood what self-direction meant, and, with the exception of one person, all of them wanted to work to develop their own. (That one student who had answered no because she did not like to work by herself that much, said in her second questionnaire that she wanted to work more on her self-direction.)

The third question on this first questionnaire asked students to rate themselves as to how much direction they liked in their classes (p. 318 in Appendix B). The students in the Miscellaney class were more realistic in their answers than those students in the Salt Marsh Studies class. With the exception of two students, all the Miscellaney class said they worked best in class when the teacher presents material and a few choices to work on for that day. One student said she worked best when the teacher gives specific assignments each day and tells each student what to work on for that class period, and the other student said he started with the teacher being that specific, but at the end of the course he only wanted general direction each day and he would work on his own activity. These were all rather expected levels of self-direction, given the students involved. However the Salt Marsh Studies class had a wide range in opinions about their abilities in self-direction. Two students who tended to need considerable teacher direction rated themselves as needing only general direction at the beginning on the day. One student, who said his second questionnaire that he lacked in self-direction, rated himself in his first questionnaire as needing the least amount of teacher direction. Thus, what their answers indi-

cated is that at the opening of this class, most of these students had an unrealistic view of their own ability to direct themselves.

The last question on the first questionnaire had twenty items to which to respond. It gave students some ideas about what goes into being self-directed. It asked them to rate themselves with regard to each item; and it provided the teachers with an idea of how self-directed the students saw themselves. A ranking from one to four was made for each answer according to how much self-direction was involved, with one representing the most self-direction and four representing the least. When all a student's answer scores were added and then averaged out by twenty (the number of questions), the student then had an average score from one to four (p. 319 in Appendix B).

A similar trend occurred with this question as occurred with the previous question--the Miscellaney class was more realistic in its self-rating than was the Salt Marsh Studies class. The Miscellaney students rated themselves between 2.0 and 2.9, which is an average place to be on a scale of 1 to 4. However, the students in the Salt Marsh Studies class came up with scores that ranged from 1.7 to 2.3 on the same scale. The main difference in these two populations is age and number of years in high school. The Salt Marsh Studies class consisted entirely of fourteen-year-olds, with one thirteen-year-old, and one sixteen-year-old who did not fill out this questionnaire. Thus, it seems that not having been in many of the situations about which the questions were asking, the Salt Marsh Studies class came up with a rather inaccurate view of their ability in self-direction. This did not show up in the following questionnaire, indicating that the students, on the



whole, readjusted their perspectives as they grew in experience.

Looking next at the second questionnaire we see the classes at a point four to five weeks into the nine-week term. The first question which dealt with this issue of self-direction asked the students what they thought they had accomplished so far in this area (p. 319 in Appendix B). In the Miscellaney class two students thought they had clearly gained in self-direction and a third said: "I am definitely more self-directed. For the first time I don't hate English class." Two other students felt they had not gained in this area and a third said: "My self-direction in this class is very, very poor."

In the Salt Marsh Studies class there was even less feeling for self-direction. (This was the class that had such high self-ratings on the first questionnaire.) Only three students felt they had gained a little in self-direction. One student said she did not feel much more self-directed and three others did not answer the question. The eighth student did not fill out the questionnaire.

Half the Miscellaney class experienced a growth in this area and one half did not. The most important aspect of their answers to this question is that they all had an improved awareness of their own self and how directed they were. This is even more apparent in the Salt Marsh Studies class. The real impact in their answers is their more appropriate self-analysis.

In contrast to what might seem like a low in the students' self-directed learning, the second question in this questionnaire shows that students, on the whole, were rather enthusiastic about increasing the amount of student directing. The question basically asks the students

if they like the decreased amount of teacher-provided structure. In the Miscellaney class five of the seven students answered the questions and only one of them did not like the decrease in teacher direction. His comment was: "By the time I get myself down to work I only have a few minutes left to get anything done." Five of the seven students answering the question in the Salt Marsh Studies class clearly stated that they liked the decreased amount. As one girl wrote: "I feel that it is good to have students try to work things out on their own. It's very helpful in my case." Of the other two, one student said it did not make any difference except that he might do things less thoroughly with less teacher direction. The other student did not really address the question in her answer. So with this collection of responses, it seems that students have an accurate picture of their own level of self-direction and generally are enthusiastic about working to increase their ability in this area.

Next we shall review the third questionnaire and the students' responses to the questions asked about self-direction at the end of the course. The questionnaire was somewhat different for each class, but in both cases it fully covered this issue.

In both classes the first question asked the students to place themselves on a scale indicating where they thought they were in their ability for self-direction at the beginning of the course and at the end of the course (p. 521 in Appendix B). Every student answering that question showed a definite amount of increased self-direction over the period of the nine-week course. Some had their beginning point very low and others rather high, but all of them indicated that they saw a

development in their ability in this area.

The next question asked the students to describe the ways they were self-directed and to describe the ways they were not. In both classes all the students who answered the question indicated that in some significant way they had developed in self-direction. This was with the exception of one student who could not think of any way in which she was self-directed. All the students gave various answers to ways in which they still needed teacher direction: in their weak subject, for topics on which to write, for getting down to work, when not in the mood to work, for providing information, to do homework, at the beginning of the projects, and when all sources of available information are exhausted. These ways in which students continued to need help were very realistic and they provided a measure of how much more knowing students had become in the area of student-directed activities. Their views of themselves were now much more in line with their actual behavior. They could see where they could work successfully on their own and where they still needed the help of the teacher.

The third question in this questionnaire was asked only of the Miscellaneay class and it gave only a minimal amount of information about the students' views on their ability to direct themselves. The question asked how students thought they had changed since the beginning of the course. There were only four answers: one student said she had become more self-directed, another said she could see little change, a third said he had improved a good deal in his reading and writing, and the fourth wrote that she had learned to improve the way she expresses herself, both in writing and speaking out in class.

The next two questions were asked of the Salt Marsh Studies class only, and the first of those questions asked the students if they thought the class had become more self-directed. All of the students, except for one, said they thought that the class had become more self-directed. They all indicated, however, that the class was only partially able to direct its own activities. This was phrased clearly by one student who wrote: "I think everyone in the class became a little more self-directed." The one student who felt differently from the others wrote: "I don't think the class as a whole became very self-directed. People still needed help on projects" (p. 324 in Appendix B).

The students thus indicated through answering this question that they thought that there had been development in this area. Even the student who saw that other students still needed help with their projects indicated that some self-direction was present. Basically, what these answers suggest is that students thought that the class was not completely self-directed but that it had clearly grown in this capacity since the beginning of the course.

When, in the last question, the students were asked whether they preferred more or less teacher direction all through the course, they all seemed of like mind in their answers (p. 325 in Appendix B). All of them indicated that they liked the gradual increase in student direction and the decrease in teacher direction. One student rather succinctly phrased what seems to be the opinion of the whole class: "I wouldn't have been able to get as much work done if you didn't help out at the beginning and let us go outward more and more every class so at the end we were self-directed. That was the first time that I wasn't



told by a teacher what to do every day." The students all stated in their answers that they felt the gradual change in the source of direction was of benefit to them in this class. Judging from these answers it provided a helpful method for aiding students in developing self-directed learning.

Summary of student input on the development of self-direction.

Next, we will consider a summary of the students' responses to the questionnaires in our evaluation of whether or not the students became more self-directed. At the beginning of the course all the students understood the concept of self-direction and only one was hesitant to work to increase her own ability in that area. The students at that point in the Miscellaney class all saw themselves rather realistically in their abilities to direct their own learning. While the students in the Salt Marsh Studies class, all new to the school and all young (except for one 16-year-old who did not fill out the first questionnaire), saw themselves as much more self-directed than they proved to be in class. Their view of themselves changed as the term went on, so this discrepancy did not prove to be a problem. Basically, the first questionnaire told us that students wanted to improve in the area of self-directed learning and that they saw themselves as ranging from moderately to quite able to direct their own learning at the beginning of the class.

The second questionnaire had the students look at themselves about halfway through the course. While only about one-third of all the students indicated that they felt they had improved in their self-direction, all of them had developed in their ability to rate themselves in this capacity. Further, with the exception of only one student, all of

the students were interested in working to improve their abilities in this area.

The third questionnaire showed all the students indicating that they felt they had developed in self-directed learning over the course of the nine-week term. They also indicated areas where they still needed teacher direction. But it was very clear from this questionnaire that the students would answer the question of whether or not they had developed in the area of self-direction in the affirmative. And as we look at their responses over the course of the nine-week term, we can see that while the students did not always feel that they were making progress in this capacity, their responses do show a gradual growth in this type of learning.

Teacher input on the question of developing self-direction. We will consider next the author's evaluation of whether or not the students developed in the area of self-direction. Written from the teacher's point of view, evaluations of each student's development in this area are found in Appendix B on pages 329 to 331. We will use those evaluations as another source for answering the second question in the assessment of the effects of using the model: did the students develop in the area of self-direction?

The students in the Miscellaney class all wrote in their final questionnaires that they saw themselves as having grown in self-direction over the course of the term. The author is in agreement with the students as can be seen in the teacher-evaluations found in Appendix B (pp. 331-4 ). Most of the students saw themselves as further along the self-directed learning continuum than the teacher evaluations indicate.

But there is, however, agreement on the general direction of growth, if not on the extent. In the teacher's opinion nobody became completely self-directed in this course, but everybody moved to varying degrees in that general direction.

There were various ways in which students indicated growth in this area. One of the major ways that students in this class gained in self-direction was in taking responsibility for their own learning. For some students it was the first time they wanted to work on their English skills at all. This was a big step for those students. An even more basic step for one boy was moving from wanting no course work at all to wanting to do the course work which the teacher clearly directed. He did no work at home, but was doing work in class by the middle of the course which marked a distinct growth. For certain students growth was shown in recognizing that they still needed teacher direction in order to accomplish the course requirements. Further, some students became self-directed or at least more self-directed, in certain aspects of the course but continued to need teacher direction in other aspects. In all, each student developed in some way in their own self-directed learning.

Students in the Salt Marsh Studies class also progressed in this area of learning. The teacher evaluations of students in this class reveal a variety of ways in which these students improved their own self-direction. One student moved from the beginning of the course feeling reluctant to try self-direction to the end of the course doing very well on her own; others from needing teacher-provided structure to providing their own; and yet another from wanting the teacher to push

her in her work to realizing she really needed to push herself. One student, midway through the term, recognized his own laxness with regard to a certain aspect of the course and set about to change his ways. Another student began to grow in her ability to recognize her own capacities, while still another student moved smoothly from teacher-provided structure to student-provided structure, doing the full amount of work the whole way.

Thus, in reviewing these teacher evaluations of the students' development in self-direction we can see that there are good indications that in fact the students did move in this direction. Their development took on a variety of modes, with each student growing in a different way. But all the students seemed to, in one way or another, gain in taking responsibility for his or her own learning in the class.

Outside observers' and team teacher's input. We will now look at the comments made during the taped interviews with the two outside professionals and the team teacher. These three educators were asked seven questions on the issue of whether or not students developed in the area of self-direction. These questions were as follows:

1. Did students need a lot of direction at the beginning of the course?
2. Were students able to work on their own material at the end of the course?
3. Did students improve in their ability to work on their own?
4. Did students choose a topic of interest to them and follow it?
5. Would they have been able to do so at the beginning of the course?



6. Were students able to evaluate their own work?
7. Were students enthusiastic in their pursuit of knowledge in the course?

Pages 325 to 329 in Appendix B give the two outside observers' responses to these questions, and pages 329 to 330 give the responses of the team teacher.

The first question asked how much direction students needed at the beginning of the two courses. The comment that Cleary, the team teacher, gave as a part of her answer to this question succinctly summarizes the answers of all three educators: "The students both needed and got a lot of direction."

The second question asked about the students' abilities to work on their own material at the end of the course. All three people interviewed answered that the students were working on their own material by the end of the courses, some needing more teacher-direction than others, but all working successfully.

The third question asked if students had improved in self-direction. Sargent stated that she believed that students in both classes had improved. Hardy said he thought that in the Miscellaney class "a very healthy majority" had improved, though he felt a few had "real difficulty working on their own at the end of the course." However, he indicated in his answer that all the students in the Salt Marsh Studies class had improved in this capacity. Cleary answered quite enthusiastically in the affirmative, pointing out the value of, in her opinion, the use of the structure continuum.

The fourth question asked more specifically about the students'

abilities to choose a topic and follow it. All three educators answered in the affirmative, with Hardy noting that some students did so with greater difficulty than others. Cleary pointed out at length that in the Miscellaney class students chose not only subjects to pursue that they enjoyed, they also freely chose subjects in which they were weak and usually avoided because of their difficulty.

The fifth question asked if students were able to work in this way at the beginning of the course. This question was asked to determine if students were already at this level of self-direction before they went through the course using the model. Sargent was not asked this question as she had already indicated that she did not know the students well enough to judge them at the beginning of the two courses. Hardy stated that in the Salt Marsh Studies class some of the students "perhaps might have been able to. . . , but most could not." He very clearly stated that in the Miscellaney class the students could not. He thought the transition in structure was essential for it to happen. Cleary stated emphatically that the Miscellaney class would not have been able to do so at the beginning.

The sixth question asked about the students' ability to evaluate their own work. Sargent stated that she thought the students "could see their progress and see what they were doing." Hardy felt that students in both classes had "gained in that ability" and he saw self-evaluation as a very difficult task. Cleary stated that students were able to evaluate their own work and that she saw the lack of competition as a key factor in this accomplishment. She believed that it allowed the students to look at their own weaknesses and strengths without an-

xiety.

The seventh question asked about students' enthusiasm for learning in these two courses. Both outside professionals agreed that the students were enthusiastic in their learning in both classes. Hardy went on to say that for some of the students in the English class "to sit in the class and participate, and do as well as they did, I think it is a miracle." Cleary also answered this question in the affirmative.

Thus, in reviewing the responses which the two outside professionals and the team teacher gave to the seven questions on the students' development in self-directed learning, we can see a clear indication that students did indeed develop in this capacity. Each of the three educators stated that there was distinct variety in the students' growth in this area. But all of these evaluators noted that the students as a whole moved in the direction of increased self-direction.

Input from two case studies. Using information presented in the two case studies we can look closely at two students' growth in the area of self-direction. These two case studies are found in Appendix B on pages ~~337~~ through ~~349~~.

Dawn, the student first presented in the case study section, provides a clear illustration of a student who was able to use the model successfully. She was quite sufficient in the academic realm, and when she started the Salt Marsh Studies course she had both a clear interest in the subject as well as a certain amount of apprehension. She indicated in the first questionnaire that she was not sure of herself in the area of self-directed learning. Over the course of the term, however, she developed in her capacity for self-direction so that by the

end of the class she was rather independent in her work. It was apparent from both her answers to the questionnaires and from her daily work that she had a definite capacity for self-awareness, -acceptance, and -knowledge. These qualities seemed to have served her in directing her own learning. She indicated that the gradual diminution of teacher-provided direction and the increase of student-direction was appropriate for her. And in looking at her success in developing her own structure for the latter part of the course, one is inclined to agree with her estimate.

Marc, in contrast to Dawn, was less able academically and English classes were always fraught with frustration for him. He did not like English. However, as the course progressed, he began to recognize that he was improving in his English skills. Marc was frank in his self-appraisals. However, at the beginning of the course he was noting only the negative aspects and only toward the middle and into the last portion of the course did he begin to note his positive qualities. The course proved to be a positive experience for Marc. In summarizing his growth in self-direction, Marc's own words best describe his progress:

I'm not totally self-directed. I have a hard time getting down to work and I need the teacher's help. But when I get going I can follow through if I don't get side tracked.

Both of these students illustrate growth in self-direction over the course of the term. The student who was well-suited to academics became notably self-directed by the end of the course. The other student, who was poorly suited to academics, made important progress in his own growth in self-direction and in his self-concept. The case



studies lend their support to value of this model in helping students develop in self-directed learning.

Summary of responses to Question Number Two--Did the students develop in self-direction? In answering the question of whether or not the students developed in self-directed learning we reviewed input from the students involved, the teachers involved, and the two outside professionals who observed each class at various stages. The responses from all three sources indicated that the students had definitely grown in this capacity. The answers varied as to the amount of self-direction accomplished, and all the groups answering these questions stated that some students became more self-directed than others. However, in reviewing the input from each of these separate sources, the reader is clearly invited to conclude that the students in these two courses all developed to varying degrees in self-directed learning.

Question Number Three--Did the Students Learn the Course Material?

We shall now look at the third question to answer in the evaluation of this model: Did the students learn the course material? In answering this question we will use information from both the students, the teacher, and two case studies.

Student input. Looking first at the students' input to this question we shall consider their responses given in the second and third questionnaires. In the second questionnaire, given midway through the course, two questions related to this issue were asked.

Looking back over your journal to the beginning, what do you discover?

What can you say you have accomplished so far in this class with regard to course performance?

The third questionnaire, given at the close of the course, had one question on it which addressed this question.

Evaluate the amount of learning you did in this course.

Looking now at the first question in the second questionnaire which asked students to consider what they had learned so far, we can see from their responses that they all felt they had been learning the course material (p. 319 in Appendix B). The same indication was given in the responses to the second question asking students to write what they had accomplished in the course so far. All the students in both questions were very clear that they felt they were learning the course material.

Looking at the question on the third questionnaire which asks students to evaluate their learning over the whole course, we can see from their responses that they all felt they had learned the course material (p. 313 in Appendix B). The students in the Miscellaney class all mentioned English skills in which they felt they had made improvements and the students in the Salt Marsh Studies class indicated that they, too, had gained an appreciable amount of knowledge.

Judging from the students' responses in the two questionnaires, they all seemed to believe that they indeed had learned the course material.

Teacher input. Looking at this question from the teachers' point of view, we can see that, while there is great variety in the amount of material learned and English skills improved, it is clear, nonetheless,

that the students, with the exception of one boy in the Miscellaney class, all fulfilled the course requirements. The Miscellaney class, populated by students of mixed academic abilities, focussed on students improving their reading and writing skills. All of the students in the class did improve in these areas, though one boy simply did not do the required amount of work (p. 314 in Appendix B).

The students in the Salt Marsh Studies class all gained at least the basic knowledge presented in the course. Some students did exceptionally well in learning about this ecosystem and a few others did just the minimum. The entire class, however, was interested in the topic and all the students learned the required course material (p. 314 in Appendix B).

Input from the case studies. In reviewing the close-up of the two students presented in the case study section of Appendix B (pp. 337-349), we can see that both students learned the course material in their respective courses. Dawn, in the Salt Marsh Studies class, was an active participant and stood out in her solid understanding of the material presented. Though Marc read and wrote considerably below his age level in English, his progress in the Miscellaney class was of definite import. He improved in his English skills, in his attitude toward the English class, and in his concept of his ability in the subject. He clearly illustrates an example of learning the course material.

Thus, the information from the two case studies furthers the indication that the students in the two project courses learned the material presented.

Summary of responses to Question Number Three--Did the students

learn the course material? In answering the question of whether or not the students learned the course material, we have reviewed the input from the students and one of the teachers involved. The students indicated in their answers to the two questionnaires that they believed that they had done the learning. The teacher evaluations also indicated that each student had accomplished the course work. And the two case studies furthered this opinion with a close view of how two students did achieve this requirement. Thus, it seems clear from these three sources that the students involved in these two project classes did learn the required course material.

#### Question Number Four--Is the Model a Sound One?

Finally we will look at the fourth question in the assessment of the model: Does this model seem to be a sound one for helping to develop self-direction in learning? In answering this question we will use information from the team teacher, the outside observers, and the two case studies.

Outside observers and team teacher's input. We will look first at information from the two outside professionals and the team teacher which was given during the taped interviews. Their responses can be found in their complete form in Appendix B on pages 334 and 336. Each educator was asked three questions on this issue and they are as follows:

1. After reading about this model and seeing it in action, what is your opinion of whether or not it is effective in aiding students develop self-direction?



2. Would you say that this model would be helpful for a teacher in another situation: either in an alternative school or a regular classroom?
3. What about the portion of the model that describes human relations skills? Do you think that this aspect is extraneous to self-direction?

The first question asked if the model was effective. Sargent stated that she "felt that it was a very good thing" and that she found the structure continuum of particular interest. Hardy stated that he was "very enthusiastic about it" and that he saw it as valuable for other teachers, both within Tatnic Hill School and those in other teaching settings. Cleary, the team teacher for the Miscellaney class, stated she thought it was "wonderful." She had previously used a format very similar to this model's structure continuum in her own courses and found the gradual decrease in teacher direction and gradual increase in student direction had been very effective. Seeing this concept clearly outlined in the model helped her further in planning her present course curriculum.

The second question asked of the model would work in another setting than Tatnic Hill School. Sargent stated that "almost any subject could be set up this way. . .and it could work with bigger groups as well." Hardy also stated that he did not "think it makes any difference whether you are in an alternative school or not. . . . The point is that if the teacher has the skills and can apply them in a variety of situations, that teacher is going to be successful." Cleary stated that she thought that a solid background in human relations skills would be necessary to use the model in a large classroom, and that a

less experienced teacher would be more successful with a smaller group.

The third question asked specifically about the value of the human relations skills in the model. Sargent thought that they were definitely of value as a means for motivating student interest in the course subject. And she saw their particular value in helping the teacher be sensitive to individual interests and needs. Hardy saw the human relations skills as crucial for giving support to students. As he put it: "Support comes in a variety of ways--from providing feedback, making the kids feel safe and secure and relaxed. In fact, I think that that's the heart of self-direction." Cleary was the most laudatory in her remarks on the issue of human relations skills. She saw them as valuable in moving the model along, in preventing hostility or tension in the classroom, in providing a way to move from an authoritarian role to a resource person's role, in helping students to feel comfortable and secure in moving towards self-direction and to feel good about themselves and what they are learning.

In reviewing the statements of the two outside professionals and the team teacher on the soundness of the model, it seems apparent that they are in general agreement with one another. All three educators indicated that the model worked in the two given situations and that, with proper teacher-training, it would work in other situations. There was a general sense of enthusiasm for the model conveyed by these three evaluators.

Input from the case studies. In reviewing the two case studies (found on pp. 337-49 in Appendix B) the reader can readily see that both students were benefitted by the use of the model, each in differ-

ent ways. Dawn, who was academically able, was provided an appropriate balance of teacher- and self-direction, allowing her to move towards independence rather rapidly. Marc, who found academics a real struggle, was bolstered in his classroom work by a safe and supportive environment and a tailored amount of teacher-direction without excessive pressure. The model's emphasis on the student's self eliminated unhelpful competition from the classroom and the work in group building furthered the safety of the environment. The flexibility of the structure continuum allowed Marc to receive the amount of direction he needed while others received their appropriate amount. The teachers' use of human relations skills helped in keeping in touch with Marc's needs and moods.

Summary of responses to Question Number Four--Does this model seem to be a sound one for helping to develop self-direction in learning? It seems apparent from the answers given by the outside observers and the team teacher in the taped interviews and from reading the case studies, that the information is indeed supportive of the model's value. All these sources indicate that the model itself seems helpful in aiding the development of self-directed learning and that the implementation of the model in the two described courses did in fact aid students in becoming more self-directed in their learning.

### Evaluation Summary

Looking back in this chapter over the evaluation of the model we can see a clear trend in opinion. From the answers given to questionnaires and interviews and from the substance of the teacher evaluations, it is rather apparent that the participants and observers regarded the

model as a positive influence in the task of developing self-directed learning. Following we have a graphic summary of the answers given to the four general questions asked in evaluating the model.

### The Model's Limitations and Areas for Improvement

While the four questions used to evaluate the use and design of this model were answered in the affirmative, there are, nonetheless, distinct limitations to the model and some aspects in the implementation of the model that needed improving. We shall look briefly at these two topics in this last portion of the chapter.

#### Improvements

In reviewing the two project classes, areas needing improvement can be found. These improvements are, however, not so much in the model itself as in the implementation of the model. Although they are not major problems, three areas do stand out in the author's mind as areas that need improvement: a need for more description of self-directed learning, a greater emphasis on self-evaluation, and more formalized occasions for feedback to students.

Defining and describing self-directed learning to participating students is one step in the model. However, in both of the project classes there was need for further work in this area. Students would have benefitted from more familiarity with the different aspects of this concept. Had we spent more time in the two courses with the following six components of self-directed learning, students would have profitted by having a clearer concept of this approach to learning and would have



Table 8

Summary of Answers to the Four General Evaluation Questions

Questions	Students	Teacher Evaluation	Outside Observers	Team Teacher	Case Studies
Did the teacher actually use the model as it is described?	Yes	Yes	Yes	Yes	Yes
Did the students develop in the area of self-direction?	Yes	Yes	Yes	Yes	Yes
Did the students learn the course material?	Yes	Yes	Yes	Yes	Yes
Does this model seem to be a sound one for helping to develop self-direction in learning?	Yes	Yes	Yes	Yes	Yes

been more able to evaluate their own growth and work:

1. having one's own idea
2. being able to get down to work
3. developing an appropriate sized task
4. creating an approach for gaining desired knowledge or skill
5. being able to follow through
6. evaluating one's own process and product

Students deserved more preparation in self-evaluation and more time should have been allowed for it in the two courses. While the model called for this process to be used, in neither class did the teachers provide sufficient attention to this component to do it justice. As one outside professional pointed out, it is a difficult skill, and it deserves ample time and work for it to be adequately developed.

While the model called for both academic and personal feedback to be given to the students during the course of the term, this was done somewhat minimally in the two project classes. In the author's opinion, while feedback was provided on an informal basis, it could have been far more helpful had more time been formally allotted at several junctures throughout the course to giving feedback to students. Thus, had the model been more closely adhered to in this area, students would have benefitted by receiving more information about their own work and behavior in the course.

### Limitations

Looking next at the limitations within this model we shall consider four different areas: the teacher's need for special training or ex-

perience and for emotional security within him/herself, the fact that the model cannot be easily used in a cookbook fashion, the time factor, and the class size factor.

One distinct limitation to this model is that the teachers using it must be competent in the use of human relations skills. Not just any teacher can use this model successfully. A formal training in counseling and human relations skills is not necessary, but in some way the teacher must have clearly acquired these skills to effectively use the whole of this design. For using human relations skills is far more subtle in actual experience than they are made to seem in this presentation. As already indicated, often the teacher is using three or four at one time and may not even be conscious of using any at all. Furthermore, lightning-fast decisions have to be made and implemented and the thinking process which accompanies a response must also be done extremely fast. Thus it is crucial that the teacher be very experienced in using the skills to be able to employ them well.

Rogers (1976) goes even a step further by indicating that teachers must be emotionally and socially secure individuals, who are able to trust in the capacity of others, in order to work effectively in what he terms the "person-centered" approach to schooling (p. 18). He also recognizes that this approach may be a much harder system to implement than a conventional one. Certainly this model would qualify as a person-centered approach and is indeed a more demanding approach to teaching than the conventional one of standing before the class, presenting material to be memorized and given back.

Not only is this a demanding approach to teaching, it is not a

model one can use in a simple cookbook fashion. Even being able to see these human relations skills in action is not a simple task. They are ongoing and without noticeable fanfare. This paper has dissected and displayed the inner workings of human relations skills in action in the same way that a frog is dissected to identify and understand its important components. But in performing any dissection we lose the sense of the living, moving creature. Yet, in merely watching the frog alive and hopping, it is difficult to see and remember how all its components are working to aid the frog do what it is doing at the moment. Thus, in looking closely at the essential elements of this model we only get a limited understanding of the design. And in viewing the actual procedure we still remain limited in our understanding as we try to fit together just what element of the model is being employed for what purpose. However, these limits are not necessarily negative factors. Rather than being seen as a problem of the design, these limits can be seen as a strength. Bugental (1965) writes that there are limitations to proposing any system or model to be used in a step-by-step way. Furthermore, he considers psychotherapy to be "more art than science" and that each therapist must work creatively within each new situation (p. 6):

This means that I cannot set down specifications which another psychotherapist can take over intact and practice effectively and successfully. Indeed, I would not be able to write specifications which I, myself, would use tomorrow with effectiveness. My intent, rather, must be to present my thinking about procedures that they become raw material, or food, for another therapist to ingest, excrete some parts, retain and assimilate others which he builds into his own being. Thus he implements his work with his patients. Although this statement of the state of affairs is especially accurate for



the existential position, I am reasonably convinced it is true for all writing about psychotherapy. I know I would personally much mistrust the therapist who was a completely faithful exponent or disciple of any other psychotherapist. The uniqueness of the encounter between the therapist and patient is such that it cannot be pre-prescribed, pre-dictated by any authority, any system, or any formalized plan (p. 6).

Thus, while the fact that this model cannot be easily picked up and used by just anyone in a step-by-step fashion is clearly a limitation, it seems to be a positive limitation rather than a negative one. This limitation requires that the teacher, in order to truly be effective in using this design, must be very experienced in human relations skills and be able to use the model in his/her own unique way, in a way that is meaningful to the given situation.

Another clear limitation connected to the use of this model is the element of time. Several factors are involved: the amount of time entailed in the course which employs the model, the fact that growth in the area of self (be it sense of self or self-direction) is a long term, on-going process.

Developing self-direction in learning (as well as in living) is a lifelong project. It is a process that can be aided, ignored, or opposed. It is not a goal that can be reached quickly and decisively. Not unlike Rogers' model for "becoming a person", one is always 'becoming' self-directed: with peak moments, plateaus, backsliding, and gains of large and small proportions (1961). It is a long term process and what happens in one course, one term, one year, or even four years, is only a portion of the entire process, the lifelong process. Thus at the end of these two project courses none of the students were com-

pletely self-directed in their learning. But the students had all gained in that capacity--each in his/her own way and each to a different degree. The model provides a procedure for helping to develop self-directed learning with the recognition that reaching this goal is a long term process. Piet Hein (1966), the Danish thinker, artist, and mathematician, succinctly summarizes the importance of the time factor for this model.

T. T. T.

Put up in a place  
where it's easy to see  
the cryptic admonishment

T. T. T.

When you feel how depressingly  
slowly you climb,  
it's well to remember that  
Things Take Time (p. 5).

The degree to which the model can be effective is directly related to the amount of time involved in the course. The longer the course and the more frequent the class sessions, the greater the influence of the model and thus the greater the chance for growth in self-direction.

Directly connected to the time factor is the factor of numbers. The size of the class in which the model is being employed has a major effect on how well it can be used. The number of students affects the time and ease involved in developing a good working group. It also affects how much personal attention each student receives. The teacher cannot, very readily, respond to each student's need when it is perceived if there are twenty-five students in the class.

However, despite this limitation of the model, the model can still be of benefit in large classrooms. The general attitude and atmosphere can still prevail. Activities can still emphasize the self and encourage a growth in the sense of self. Group building factors can still be employed. The atmosphere of support and acceptance can still be developed in the classroom. The structure continuum is still relevant and human relations skills become even more valuable. The whole growth process simply will take longer in a larger group, with more time spent in each stage and perhaps only a few of the stages attempted in one term. Thus the size of the class can be a limiting factor but not necessarily a disqualifying one.

#### Summary of the Limitations and Improvements

In reviewing the model's limitations and areas for improvement we have considered seven different subjects. The project classes needed improvement in three areas: more description for the students on the topic of self-directed learning, a greater emphasis on self-evaluation, and more frequent formal occasions for feedback during the courses. These three areas for improvement were in the implementation of the model rather than in the model itself. The four limitations of the model involved the prerequisites for the teacher using the model, the demanding quality of the model itself, and the time and class size factors. These limitations provide the reader with a greater sense of how the model can be used effectively and they provide some of the important parameters necessary for its successful implementation.

### Chapter Summary

In this evaluation chapter we have considered four general topics: the purpose of the chapter, the method for evaluation, the actual evaluation itself, and the limitations and improvements of the model being evaluated.

The purpose of this chapter is to answer the general questions: did this model work in the given situation? how well did it work? what could be changed in the model that would improve it?

The method used for answering these questions was the empirical variety of action research. This approach provided us with a usable method for evaluating a model being used in a real situation rather than one in a controlled laboratory setting. There were four basic steps to this approach.

Step One

Performing the intervention

Step Two

Keeping a daily record of activities and responses

Step Three

Making an assessment of the effects of the intervention

Step Four

Making changes in the model according to the results of the assessment

The first two steps were fulfilled in the Procedure chapter. The third step involved answering four general questions from information provided by participating students and teachers, two outside professionals who observed the two project courses throughout the terms, and two



case studies. The four questions asked were as follows:

1. Did the teacher actually use the model as it is described?
2. Did the students develop in the area of self-direction?
3. Did the students learn the course material?
4. Does this model seem to be a sound one for helping to develop self-direction in learning?

The answers for all these questions were consistently given in the affirmative by all the different sources. The provided information indicated that the model worked, and worked well in the two project courses. The indications for improvements were more in the implementation of the model than in the model itself. The overall evaluation of this model indicates that if the model is used fully, and used with respect to its given limitations, it is a sound model for aiding students in the development of self-directed learning.

## CHAPTER VI

### SUMMARY

This concluding chapter is designed to summarize the ideas, information, and conclusions presented throughout the dissertation. We shall look briefly at the general question asked in the paper, the literature supporting the work presented, and the major hypothesis being evaluated. Then we will review the method used to evaluate this major hypothesis. This will be followed with a review of the results of the evaluation. We will close the chapter with a summary of the implications this project dissertation proposes for educators interested in self-directed learning.

#### General Questions

Two basic questions are being answered in this thesis--How can a teacher implement a program of self-directed learning in a course or in a classroom? What is the role of human relations training in self-directed learning? The central purpose of this dissertation has been the development and evaluation of a theoretical-practical model which answers these questions.

#### Supporting Literature

An education intrinsic to the individual is a valuable educational approach for developing clear thinking, informed citizens needed in this constantly changing, democratically governed nation. A means for pro-

viding an education that is intrinsic to the individual is to incorporate that individual into the planning of his/her learning experiences. This can be done by helping the student become self-directed in his/her learning. It is apparent that what is needed is a means for developing this type of learning method. Writers within the field of existential psychology maintain that the goal in therapy is the development of human potential and that the means is through the individual learning how to take responsibility for his/her own life (Maslow, 1968; Perls, 1966; May, 1960). Maslow (1960) maintains that "the goals of education, therapy, and childrearing are singular" (p. 59). In accepting this underlying assumption, one can see how training for therapy, or counseling, could benefit a teacher who shared similar goals in education. Both professions use skills to help the individual develop a fuller sense of self as a strong foundation from which self-direction for his/her own life and learning can come.

Thus, the three major trends in the literature supporting the need for this dissertation include self-directed learning, human relations, and existential psychology. They each provide a major segment of the background for this thesis. The readings in self-directed learning provide the value of and need for this approach to education (Dewey, 1956; Rogers, 1969). The human relations literature furnishes the background for the proposed methods in developing self-directed learning, defining these skills and illustrating their value in this goal (Golembiewski, 1970; Ivey, 1970). And, finally, the readings in existential psychology give the philosophy behind the choice of self-directed learning as an important approach in education, and provide the reason why human rela-

tions skills are appropriate tools for attaining this goal.

Self-directed learning is a valuable style of learning and perhaps even a necessary style for the survival of our society as we know it now. Human relations skills are valuable tools for helping to create conditions which support and encourage self-direction in students. And the theoretical rationale for using the self as the focal point in learning is clearly found in the existential psychology literature. In this paper we have examined these three areas in a way that has shown their critical interconnections and the importance of all three for the development of the major hypothesis.

### Major Hypothesis

The major hypothesis, or the dissertation model, presented is as follows: Teachers can help students grow in their capacity for self-directed learning if they can competently use the seven described human relations skills in conjunction with a structure continuum, an emphasis on the students' selves, and an effort to build a cooperative trusting group within the classroom.

### Method

This practical model was implemented in two different courses offered at the Tatnic Hill School, a small alternative high school in southern Maine. In the spring of 1977 the author used the model working as a team teacher in an English course with eight students of varying academic abilities and ranging in age from 14 to 17 years. In the fall of 1977 the author used the model for a course on the salt marsh ecosystem which also had in it eight students of various academic abilities



and ranged in age from 13 to 16 years.

The procedure for implementing this model entailed a gradual change from strong teacher-direction at the beginning of the course, to an increasing amount of student-direction as the course progressed. The teacher used seven basic human relations skills for emphasizing each student's self and for helping the classroom group of students to develop trust and cooperation. Class activities were also designed to emphasize the self and to build an effective working group.

The implementation of the model was observed by two outside professional educators who visited each course several times during the two terms. These observers made notes and were each given an extensive interview in order to provide data for evaluating the model and its effectiveness. In addition, the participating students were given questionnaires to fill out at the beginning, middle, and end of the courses. Their responses were recorded and included as a major portion of the evaluation data. Two case studies, one case study from each course, were also used to provide data for evaluation. The participating team teacher in the English class was given an extensive interview for further information and perspective on the model. And finally, the author wrote evaluations on each student in the areas of growth in self-direction and academic achievement.

The 'empirical' variety of action research was employed as the means for evaluating the model's soundness. There were four basic steps to this approach.

### Step One

Performing the intervention

### Step Two

Keeping a daily record of activities and responses

### Step Three

Making an assessment of the effects of the intervention

### Step Four

Making changes in the model according to the results of the assessment

The first two steps were carefully followed and are found presented in the chapter on Procedure. The third step was developed into four basic questions:

1. Did the teacher actually use the model as it is described?
2. Did the students develop in the area of self-direction?
3. Did the students learn the course material?
4. Does this model seem to be a sound one for helping to develop self-direction in learning?

Information for answering these questions was provided by the participating students and teachers, the two case studies and the two outside professionals. The fourth step in the evaluation process involved summarizing this information and describing any limitations and improvements that became apparent.

## Results

Let us look again at the two basic questions posed by this project

dissertation: How can a teacher implement a program of self-directed learning in a course or a classroom? What is the role of human relations training in self-directed learning?

The information provided by the students, teachers and outside professionals clearly indicates that the model presented in the dissertation does indeed provide a means for helping a teacher develop self-direction in his/her students. The evaluation data also clearly indicate that human relations skills are of major importance in the success of the model presented.

All four questions in the third step of the empirical action research approach to evaluation were answered in the affirmative: the teacher did use the model as it was described; students did develop in varying degrees in the area of self-directed learning, students learned the course material; and the model seemed to be a sound one for the purpose of aiding the developing of self-directed learning.

The model was declared a sound one for helping a teacher in the goal of developing self-directed students. The structure continuum was lauded both for its effectiveness in the two project courses and for its potential usefulness in a wide range of classroom settings. The human relations skills were seen as valuable in encouraging students to develop interests of their own and to pursue knowledge or skills relevant to their interests or needs. These skills were also acclaimed for their value in creating and maintaining a safe and supportive classroom environment. Thus they were successfully used to emphasize the student's self and to build an effective group within the classroom.

However, there were limitations found in the model. The full use

of the model is limited to teachers who are already competent in the area of human relations skills and to teachers who are more or less emotionally secure within themselves. Further, the model is limited in that it cannot be simply applied. It is not presented in a 'package' and cannot be easily used in a cookbook fashion. Rather, its effective use requires that the teacher fully understand and assimilate its components and uses these components in his/her own unique way and in a manner that is meaningful to the given situation. Another major limitation to this model, and to the goal of developing self-direction itself, is the element of time. The amount of time available for the use of the model in the classroom is directly related to the degree of success in developing self-direction. The process of developing one's own direction is a long one, and the more time available for developing this capacity, the greater the chances are for growth in this area. Finally the factor of student numbers is mentioned. The more students, the less available time there is for the teacher to spend with each one. And the less available time there is, the slower the process of growth in self direction. But even though the development in self-direction is slowed down by using the model in a larger class, this growth still can occur and a teacher is justified in using a modified form of the model in this size class.

### Implications

The issue of student numbers leads us to a major implication of this study. Using a small population of students was an important aspect in implementing and presenting this model. It was crucial to be



able to employ all components of the model for demonstrating the model in its fullest form. By using courses with small student numbers, the author was able to present the full model in a one-term course. Had a larger class been used for portraying the implementation of the model, the quality of illustration would have suffered, a much greater amount of time would have been necessary to show all four stages of the model, and far less detail in individual student's growth would have been available. Thus it was crucial that the model's implementation was illustrated through courses with small student populations.

However, this does not mean that this model can only work in groups the size of eight students. Both outside professionals and the participating team teacher stated that they saw the model as relevant for large as well as small classrooms. Certainly time modifications would be necessary, making each stage longer and allowing more time overall. And some activities which work well for a group of eight would not necessarily work well in a group of twenty-five. But the model itself is quite adaptable to large classroom settings if it is used by a teacher who has thoroughly understood and assimilated its components and is competent in the area of human relations skills. Thus, one implication of this study is that the model presented can be modified to serve large as well as small classrooms.

A second implication is in the area of teacher training and inservice training. If this model is to be useful to teachers valuing student self-direction, sufficient training in the area of human relations must be made available. While this requirement can be viewed as a limitation of the model, it also can be considered a strength. Human rela-

tions training is a valuable background for any teacher, regardless of any interest in student self-direction. The benefits from using these skills in the classroom were illustrated in the two project courses and are potentially valuable for any learning situation. Educators preparing teachers for the profession and providing inservice training for those already teaching, would do well to consider providing such training for their students.

### Conclusion

In the sixth and last chapter we have briefly considered the paper's general question, the supporting literature, the major hypothesis, the dissertation method, its evaluated results, and two implications beyond the implication of the major hypothesis. This brief summary of the highlights of the dissertation provides the reader with a review of both the dissertation's major premise and the support for this premise. We have seen how a teacher can implement a program of self-directed learning in a course or classroom by using the model described and illustrated in this thesis. This model involved the use of a structure continuum, an emphasis on the individual student and on an effective working group. In order to successfully use the model the teacher must be skilled in the area of human relations. Thus we have answered the two initial questions and completed the goal set forth at the beginning of this dissertation.

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## APPENDIX A

### Information Sheet on the Tatnic Hill School for Environmental Studies

The Tatnic Hill School is a small, privately funded, alternative high school (not to be construed as a "free" school, philosophically or financially) located in Wells, Maine. Organized as a non-profit educational institution to meet the needs of adolescents in the surrounding communities, the School has been accepting boys and girls of varying economic and social backgrounds since the 1974-75 academic year.

It is a major premise of the School Founders that: education is a very human endeavor, where relationships between people set the parameters for character formation and academic achievement; education must be a shared concern of many parties and must inevitably include, in a very substantial way, the families of students, as well as many other persons in the surrounding community; there must be an absence of artificial barriers between all persons associated with a school if communication and general social intercourse are to be effective and beneficial.

The Tatnic Hill School assumes responsibility for helping its students acquire certain societal survival skills, including communication in the English language, competency in basic mathematics, and functional awareness of governmental procedures such that its students can survive economically in today's and tomorrow's society. The acquisition of such skills, however, is not the primary goal of the Tatnic Hill School. Rather, it is founded on the conviction that such experience and wisdom

as adults can provide must be utilized to give the School Community a sense of purpose and direction in two general areas--one social, and one environmental.

Healthy human relationships, based upon a respect for the dignity and human rights of all persons, ultimately are responsible for the harmony amongst the nations of the world. Theory cannot supersede practice in the operation of a school; accordingly, person-to-person communications are learned and exercised in the daily functioning of the Tatnic Hill School.

As we learn to live fully and harmoniously with each other, so must we learn to live with our natural environment. The Tatnic Hill School is committed to helping its students, staff, and the larger community of parents and friends achieve a better understanding of ecological issues and an inclination to make wiser decisions with regard to the precious resources of this planet.

Both of the above-mentioned goals, then, amount to a vision of what society might be, a direction for the educational processes of our schools. Yet adults can only suggest a vision. The School staff can and does make some decisions about what is to be learned at the School, but they serve principally as advisors--hopefully trusted and respected ones--for it is the student him/herself, in the final analysis, who must determine the direction of his/her educational life.

Expectations of students and parents. All students are expected to participate fully in certain required school experiences, including meal preparation and the School's vegetable garden and recycling project. With regard to coursework, emphasis is placed on responsible self-direc-

tion. Students are encouraged to gradually assume full responsibility for a portion of their learning program and to share in decision making with the Staff about other coursework, the School schedule, regulations governing student behavior, and other essential School activities. Parents are expected to participate in regularly scheduled meetings with the Director and Staff to evaluate and improve policies and procedures.

Instructional staff. A small, highly professional and certified staff provides instruction in the sciences and humanities, meeting all requirements established by the Maine State Department of Education for instruction in such areas as English and American History (The School has a definite ecological orientation, but it is not especially scientifically oriented). Including student teachers, the student/teacher ratio will be approximately 5:1.

Community resources. Extensive arrangements exist between the School and individuals and organizations in the surrounding communities so as to supplement the School's basic curriculum in a wide variety of areas: drama, art, pottery, woodworking, mechanics, etc. In addition, arrangements for part-time employment during the school year are made with local businessmen.

Physical education. The School emphasizes the acquisition of individual, life-long, outdoor recreational pursuits, including but not limited to bicycling, hiking, snowshoeing and cross country skiing, canoeing, tennis and sailing, and provides staff and equipment to carry out a year-round program of recreational activity.

Tuition. Tuition is established on an individualized basis, determined by the financial position of each family enrolling a student or



students in the School, such that sufficient income is derived to meet the operating expenses of the School (projected to be in the vicinity of \$1,400/student, including lunch).

For additional information, contact

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Wells, Maine 04090

Tatnic Hill School for Environmental Studies

R.F.D. 2, Box 329  
Wells, Maine 04090  
985-2238

A private day school for high school students seeking an alternative to traditional education.

What Sort of Students Are We Accepting at Tatnic?

Students who are willing to accept serious study--people who want to obtain basic skills essential for college and/or vocational pursuits.

Students who would like to become more self-directed--people who want to be able to assume more responsibility for their own learning and would like the opportunity to explore their creative talents through such avenues of expression as art, music, drama, and literature.

Students who are environmentally oriented--people who like to actively participate in outdoor studies and such recreational activities as bicycling, hiking, and cross country skiing. . .in general, people who would like to join us in our search for a healthy, meaningful life-style.

Students who are willing to make a large commitment to the School--

Full participation is expected in such activities as school government, recycling, the school garden, and custodial chores.

Students who would enjoy broadening their perspectives--We will be visiting people of various ethnic, religious, social, and economic backgrounds. A number of week-long trips will be scheduled during the year, and all students are expected to participate.

Students who are willing to improve their human relation skills--It is important that we not only examine how we interact with one another, but also that we learn to improve our abilities to interact with one another.

### About the School

The school itself. The Tatnic Hill School is a small, private, non-profit, secondary day-school located at the former Libby property on Route 1 in Wells, Maine. The main school building is the modest framed house where Elsie Libby lived. The Estate consists of more than 700 acres of field, woodland, and salt marsh, including a long stretch of property bordering Branch Brook.

Organization. The School has a very definite structure whereby decisions about learning activities are planned and implemented. This structure, however, is distinctly different from that found in traditional public and private schools, and from the limited structure associated with free schools. At Tatnic, students share with the Staff many decisions about curricula, scheduling, admissions, and day-to-day operating procedures.

Curriculum. Learning in a wide range of academic subjects and vo-

cational fields is possible at Tatnic Hill. All students are assisted in the development of an individualized learning program which includes an appropriate balance of rigorous academic study, non-academic skill acquisition (such as gardening, cooking, and carpentry), and learning activities directly related to their interests and creative abilities. Instruction is often interdisciplinary in nature, with an emphasis on field study whenever possible. The School is non-graded in the sense that students are not differentiated according to traditional class distinctions (freshman, sophomore. . .), and may progress as their abilities allow. Classes are small, with a student-teacher ratio of approximately 5:1. (One indicator of the effectiveness of this approach to learning is the fact that, to date, every student choosing to attend college has been accepted at the college of his/her choice, including such institutions as Reid, Swarthmore, Antioch, and the University of Maine.)

Evaluation. Comprehensive written evaluations, rather than numerical or letter grading, are utilized as a means for recording each student's progress. Both teachers and students play an important role in the evaluation process, with the final evaluations incorporating feedback or information from written examinations, papers/projects, class participation, and student self-evaluations. Although this kind of evaluation system is especially demanding of staff members, it has been strongly endorsed by college admissions officials, employers, and parents.

Instructional staff. Faculty members are college graduates with extensive public and/or private school teaching and graduate study back-

grounds. The major thrusts of the school in the areas of environmental education and human relations are coordinated by members of the faculty with doctoral training in these areas. In addition, numerous "community resource persons" volunteer time at the School on a regular basis. During the past year, this "resource pool" has included a playwright, several musicians, a photographer, a weaver, and a potter.

Certification. The School is certified by the Maine Department of Education. Graduation requirements include: (1) designated coursework in English and American history; (2) specific competencies in such areas as math, English, and government; (3) required experiences in school government, advisory groups, and environmental studies; and (4) regular attendance.

Tuition. Tuition closely approximates the average per-pupil expenditure for public school systems in the State of Maine. A sliding scale, based upon a family's ability to pay, is utilized to determine the level of scholarship assistance. The School is currently accepting an additional 15-20 students for the coming year.

The environmental theme runs through both the academic course work and other school activities. Each Spring we plant a large, organically grown garden. The harvest is stored and used throughout the year for a weekly meal which is planned, prepared and served by a small group of students for the whole school. Our concern for the environment goes beyond the school to the surrounding community. Developing both self-confidence and the ability to work well with others is an important goal at Tatnic Hill School.



To prospective students: We think we have something very unique at Tatnic Hill. Our school is small and run, in some ways, like a large family. It is demanding, too, for each person--staff and students alike--has distinct tasks and responsibilities which contribute to the smooth operation of the School. And be it through a difficult rock climb in the White Mountains, the challenges of academic study, or a long difficult school meeting, we have learned that our program has much to offer--to those who are willing to give as well as receive. If you are able to act according to this principle, and are searching for a meaningful education for yourself, you may want to seriously consider attending Tatnic Hill School.

Alice, Joe, Linda & Gayle

### The Daily Class Sessions of the Miscellaney Course

#### Stage One

On the opening day of class the students gathered in the area used as the school library which is furnished with easy chairs that form a circle in the room. We used this space throughout the term. On this first day the dissertation model was described fully and the objective of the course was outlined. The description and explanation of the course direction and goals help in developing a safe environment. By clarifying course expectations, the teacher provides boundaries for the students which help create a secure atmosphere--students know what to expect, they can feel more at ease.

Next, the value and purpose of daily journal writing was explained.

In the English class this writing takes on a more expressive value than in the Salt Marsh Studies class. The journal assignments for this class were simple tasks designed to help students express common emotions in writing. It helped students write less self-consciously when it became a daily activity. The subject of the assignment always dealt with the self which served two functions: to further the development of a sense of self, and to aid students in written self-expression. The topics were mundane and geared to the adolescent situation. At the end of each period the students turned in their journals to the teachers who read the work and responded in the margins to the content rather than to the mechanics. Most sessions began with students spending time by themselves, writing in their journals. During the first part of the course, journal topics were assigned. This activity has a centering effect on students, helping them to focus on their own thoughts and feelings, and providing a focussed beginning for each class period.

The objectives of the course were to improve students' reading and writing skills, to help those who found English distasteful begin to enjoy the subject, and to aid students in developing some self-direction in their learning.

The students listened attentively to the presentation and seemed to clearly understand the structure continuum and the meaning of self-direction. Some discussions and questions followed the discourse.

For the last portion of the class time, the students were directed to respond to the first of three questionnaires used for this paper's evaluation.

The first day of class had a very directed feeling about it without

coming across in a totalitarian mode. This was purposefully done to set a serious tone for the class and to provide the course boundaries.

Boundaries can give students a sense of what to expect, thus helping to create a feeling of security. It is crucial to establish a relaxed, safe environment during the first stage. An organized and easily visible structure can help students feel secure in a course by taking the mystery out of what to expect from the upcoming term. Outlining the day's activities at the beginning of each class period is one more method the teacher can use to create an open atmosphere.

The second class period began with one teacher outlining the activities to occur that session. Since each session throughout the term the teacher began with laying out the activities of that day, this process will not be mentioned again in the procedure, but will be accepted as the first focus of the class meeting.

After the day's activities were presented, the students were given a reading test which consisted of reading a Hemingway short story and answering written questions on what they read. Their reading speed was also recorded. This baseline evaluation on the level of competence in reading and writing provides a point from which to measure growth due to the course. It also serves to bring the students' focus to themselves, looking at their own strengths and weaknesses. Through this process, the students can be developing their self-knowledge which is a critical aspect of a sense of one's self.

Next, the students were given the journal assignment on which to write in class. The first assignment read: "Describe a person who is a good influence on you right now. Describe a person who is a bad influ-

ence." In order to provide in the procedure section a sample of these journal writing topics, the next several class sessions examined will include the journal assignments. The above assignment took up the remainder of the class period that day.

At the beginning of the third class session, Linda discussed the test from the previous day. Doing this served to assure students that their work received attention (thus affirming the self) and to provide time for students to ask questions.

Next, the author handed out a short story by Katherine Mansfield which the students quietly read. All the students did the same reading as was appropriate at this stage of the structure continuum. When the individuals finished, they could start on the journal assignment which was on the board. "Describe something you like to wear and how it makes you feel. Describe something you hate to wear and how it makes you feel." Being able to go on to the next activity when each student finished the first activity marked the beginning of allowing individual pace. However, when most of the students had finished reading the short story (waiting for the entire class to finish would have meant running out of class time) the author led a discussion on some of the inferential aspects of the short story, drawing students into the conversation through questions. These questions proved to be too 'right answer' oriented, rather than open-ended. Thus the discussion had a stilted, rather than free flowing, quality to it.

The fourth class was our first Friday session. These sessions met with only one teacher throughout the term due to an overlap in classes which Linda Cleary taught. This day of the week was set aside for in-



dividual work, uncompleted journal writing, and reading. I had brought high interest books to class from which the students were to choose that first Friday. One important aspect of working for self-direction in the classroom is for the teacher to be very prepared, with plenty of activities and materials available. Each student selected a book and settled down to read for the period. Some students chose to finish their incomplete journal assignment from the previous day before beginning to read. This is an example of the beginnings of individual choice in the structure continuum.

When a couple of students asked that day why they had to write in journals for this class, I thoroughly explained again, as we had done on the first day of class. They were satisfied with the answer and the class continued in a mood of cooperation. Always being willing to give the real reason for an assignment is absolutely crucial in facilitating effective human relations. It boosts the group's spirit of openness and trust.

The fifth class started off late. Only two students were on time. When the others arrived, the teachers pointed out their tardiness in a clearly disapproving manner. But this was done in a way that did not destroy the feeling of a safe and accepting environment. The journal assignment came next and it called for each student to write about a time when he/she had been very afraid. This was designed to draw students' thoughts to themselves. This was one more way to help students develop their sense of self. They started writing right away and got rather involved in the topic. The topic was closely connected to the book which the whole class would soon be reading together.

Next, Linda described one aspect of the writing portion of the course--creating newspaper articles for the school's weekly newspaper. The first article was assigned and students went to work on the task. They worked individually, some at the library table, some in their easy chairs, each asking for help when they needed it.

At the end of the class period books were handed out. Each student received a copy of the book which the whole class would be reading together for the next two weeks. They were told to read just the first chapter for homework and no more. This was another example of the teacher-directed end of the structure continuum.

The sixth class session's journal assignment dealt with the theme of the book the students were reading for class. It transposed the theme to their own lives: "If you parents had their way, what sort of person would they want you to be? What would you be like? What would you do and not do?" This topic was designed to help students look more clearly at their own lives and to help them empathize with the main character in the book whose parents had distinct and difficult expectations for him. Following this writing activity, the two teachers led a discussion on the book's first chapter. There was discussion about how relevant the feelings portrayed in the book were to one's own life. This discussion clearly was an emphasis on the self. The homework assigned for that night involved reading chapters two and three only.

The seventh class was cancelled due to an all-school ski trip.

The eighth class had only three students present. Each of these spent their Friday class time reading.

The ninth session was a rainy Monday. Two of the poorest students

had not done their reading homework, so they did that in class. Both of these students were boys with low self-esteem and both have great difficulty in reading. It was important for the teachers to respond to these boys in an accepting, yet honest, way. Time was made available for them to work in class, but they both understood that they should have already done their work. While these two students read, the other students wrote in their journals. This journal assignment also drew on the action in the book which the class was reading: "Describe an animal which is or was particularly dear to you. Describe your feelings toward this animal and how you were with it." After the writing, the teachers led a discussion on chapters two and three which the students eagerly joined. These chapters included a boy and the near death of his beloved dog. Students easily identified with the character's feeling and were prompt in relating their own stories--with the journal writing aiding the process of getting in touch with their feelings.

The tenth session's writing assignment dealt directly with the book the class was reading: "Take the main character in your book and put him in a similar situation in this society today." Students started writing the assignment rather quickly and became absorbed in their work. Once they were finished writing, they quietly went on to reading for the remainder of the class time. Although another activity was planned for the remainder of the class period, the students' interest and absorption in the journal writing seemed more important for that time and thus the day's plan was altered in response to the student involvement. Directing a class with the objective of developing self-direction has to be a rather sensitive process. The teacher must be able to read the level of

interest of the group, be flexible where it is appropriate, and yet still not lose the class direction until the students are clearly able to take it for themselves. Being able to stop and explore along the way is important, but not at the cost of losing the way entirely. Directionless is not self-direction.

For the eleventh class, spring fever seemed rampant, making getting started a somewhat difficult task. However the journal topic, "What are you like when you are in a bad mood?" proved to be very effective in catching the students' interest and they quickly settled down into writing--except for one girl who was acting out a bad mood instead of writing about one. Linda quietly talked with this student while the others worked. This eventually helped her to turn her energies toward writing, at least for a time long enough to briefly express on paper how she was feeling. This personal caring which involved active listening and accepting, also included a certain amount of teacher direction. The teacher was able to respond to the student in a relevant way and help her move at least a small way beyond her debilitating mood. This response from the teacher was an example of at least two aspects of human relations. It involved both an accepting atmosphere and the skill of active listening. It also illustrated the level of teacher-direction as measured appropriate for the situation. Further, when the class started off the period in such an unruly mood, the teacher had switched the journal topic to one made up on the spot which better matched the feelings of the group. She was able to read the class mood and respond creatively with a writing assignment which would work well with the mood rather than trying to force the class out of their mood or force a



poorly timed topic on the group.

When the class had finished the journal assignment, it spent the last portion of the period discussing the book which everyone was reading.

The twelfth session was a Friday. One of the students suggested that the class members take turns reading aloud the first chapter of the new book since there were not enough copies to go around that day. The rest of the class agreed to the idea and spent the class period doing so. This was the first clear sign of self-direction and of a group feeling. There was little to no self-consciousness among the students as they read aloud, even among the poorer readers. It was important to respond positively to this request which involved both self-direction and a call for a group activity. Their assigned homework involved reading the class book at their own pace.

### Stage Two

This thirteenth class session took place on the first day back to school after week-long school trips. Three of the students had finished the new book, two had done some reading, and three had done none. This was the first major difference displayed between students' progress. When the close teacher-supervision declined, some students left off in their reading and some rushed ahead. The journal assignment was the first activity in class that day. For the first time the students were given a choice of two topics on which to write. After finishing the journal assignment, the class discussed the book they had either read or were reading. They were directed to look at and discuss the story's

basic conflict of good vs. evil and the story's parallels with reality.

The fourteenth session focussed on one writing fundamental, that of contractions. Linda gave a definition of the term and led a discussion on the subject which students readily joined. She was clearly directing the class activity, but the students' interest in the topic lent a definite direction. Each student next made up twelve sentences of his/her own, using the contractions the group had discussed. They were eagerly involved in this activity. Then, for the second portion of the period, we had an active discussion on the development of conflict in the second class book. Students were expressive in sharing their opinions and the teachers asked only enough questions to keep the discussion going amongst the students.

In the fifteenth class the students spent the first part of the hour working on writing newspaper articles. As they completed their writing and finished working on the corrections made by one of the two teachers during the class, they then went on to reading--some still in the second book, and some in a third book. This meant that there were a variety of activities going on in the room at the same time. The students were now reading at their own pace as well as selecting their own books to read. While the students were writing and reading, the author talked privately with each one about his/her progress in both self-direction and in English skills. This was the first occasion for students to begin to evaluate their own work and behavior. It was the preliminary work for setting up individual contracts and for encouraging self-evaluation.

The sixteenth class was on a Friday and all the students were

quietly and completely involved in reading all period.

The seventeenth session opened with giving the students a choice of three journal topics on which to write. After this writing assignment was finished, the class participated in the last discussion on the second book read by the whole group, which took the rest of the class time. One of the boys dropped out of school on this day, bringing our class numbers down to seven.

For the eighteenth session the class was once again given three journal topics from which to choose. After the students finished writing, the two teachers thoroughly explained the concept of contracts. The students would be filling out these forms for themselves during the week. Different types of English skills were discussed, with each student considering specific skills for their own contracts. The remaining time in class was used to review contractions. Students continued reading books of their own choice for homework.

This session melded both teacher direction--presenting the upcoming contracts and leading a discussion on possible topics--and student involvement--each person considering what she/he would like to include in her/his contract. The contracts were a clear emphasis on the self and, yet, they were worked out in a group environment.

For the nineteenth class the journal assignment choices were written on the board, waiting for the students to come right in and get started. After the writing was completed, students took the contract forms which were passed out and began to work out what they wanted to do at what time. The two teachers negotiated with each student to work out a schedule which would suit all. It demanded effective leadership to

both encourage individual involvement and self-direction, while at the same time to not allow students to create inappropriate contracts with either too little or too much work, or with unsuitable activities. For the remainder of the class time, students took turns describing where they were in their various books. This served to pull the group together somewhat, as the students were all reading in different books, making regular group discussion difficult.

The twentieth class was on a Friday so the students read in their books the entire class period. In quiet, private conversations, the author reviewed with each student the items he/she had listed for fitting into his/her contracts. In this way we came to a general agreement on what should be in their contracts. This marked the end of the second stage and included completed contracts for all students that outlined the rest of their time spent in this course.

### Stage Three

The twenty-first class started out with the students filling out a questionnaire on the class and the students' personal progress. There was some grumbling about the task to be done. Both teachers neglected to respond to the mutterings and cheerfully finished giving the directions. When the questionnaires were passed out, the students worked on them quietly and intently for one half hour. Then they spent the second half of the class filling out the formal contracts which provided each one with an individualized plan for the remaining course time. A general schedule was worked out so that students who decided to work on the same skill would all do so in a small group. The various activities



which emerged from the class were: journal writing, increasing reading speed, spelling, newspaper article writing, speed writing, punctuation, and individual reading. This was a planning session, with students actively involved in outlining their own and the group's remaining class time.

For the twenty-second class only two students were present due to school absences. Those two promptly and easily got involved in their contracted activities. They wrote on the journal topic for the first half of class and requested the spelling session begin at the appropriate time for the second half of the class time. Their request indicated an increased level of self-direction. They were eager to work on what they had set out for themselves.

The twenty-third session was cancelled due to an all-school meeting.

The twenty-fourth class was on a Friday and only two students were present. They both had reading for the full period in their contracts which both of them did that day. When students had reading for the full period, they would generally settle down in the comfortable easy chairs in the room and usually remained absorbed the whole time.

The twenty-fifth class started with the two students who had been absent for a week on a family trip answering the questionnaire from the previous week and the other students stating what they had on their contracts for that day. All had journal writing for the first activity. Linda gave two suggested topics on which to write, with the freedom to make one up for themselves. Having this third option encourages students to go on their own in this activity, using even less teacher di-

rection, yet still remaining in the general structure of the assignment. One student had difficulty getting started without a definite topic and seeing this, Linda gave him a topic which he accepted and on which he started working immediately. Linda was able to read from his non-verbal behavior that he needed more direction. Recognizing that he was not ready for less teacher-direction, she quietly and unobtrusively provided more for him.

Next, Linda worked with some of the students in spelling while the others worked on individual activities--reading and writing. Then, the author worked with those who had signed up for speed writing, while the others worked on individual activities. The class responded well to the contractual work, with each student interested in the activities in each of his/her contracts. The group atmosphere was one of clear cooperation.

One of the girls in the class dropped school that day, leaving six in the class.

From the beginning of the twenty-sixth class session, with some prompting from the two teachers, the students got started on their contract activities. All the students started with journal writing which focussed their attention to English. Once again the merits of opening a class with journal writing are shown. Students are accustomed to the activity and the topic is geared to focus attention to the self, which helps a student to leave outside activities and thoughts to become involved in the class activity.

Next, some students worked on writing newspaper articles while others worked on punctuation. The third activity period involved spel-

ling for some and individual work for the others. This variety of student activity is another indication that the class has moved further along the structure continuum with more decisions coming from the students.

Again, in the twenty-seventh class session, all the students started off the period writing in their journals, using the suggested topic rather than making up one of their own. The students were not at a place in their development where they wanted to make up their own topic. Yet they enjoyed having a choice. They all wrote seriously and for quite a long time. The second group activity was speed writing in which those who contracted this activity became quickly involved. The others worked on their own during this time. All the group activities had a teacher providing the materials for the task. The teacher was available for help with the individual activities and remained close, but not involved, unless asked or it became apparent some help was necessary (e.g., help in getting down to work, help in working at an appropriate level).

At the beginning of the twenty-eighth session the students chatted a bit and then settled down to reading, with just a reminder from the teacher. Giving this leeway for a few minutes at the beginning of the class is an example of effective leadership. Timing is important. It allowed for the natural phenomenon of chatting with one's friends at the beginning of a gathering to occur. But the teacher redirected the focus before it became out of balance, leaving the task at hand ignored. She responded to student need and yet did not let that activity then dominate. She did not try to squelch the need to chat, but was able to move

on to the day's activities with the right timing.

Most of the students had remembered their books to read. The two who forgot chose from the several books the author had brought to class. They all read for the entire class period.

#### Stage Four

At the beginning of the twenty-ninth class the students wrote in their journals on the suggested topic, which was given orally in order to encourage students to try a topic of their own. Not seeing a topic written out on the board made for a less visible structure. But students still used the topic provided by the teachers. It is not clear whether this indicated less self-direction or simply unwillingness to put out the extra effort.

Next, those with speed writing worked in that area, with the others working individually. The last time period involved a small group working on spelling, with the others working on their own.

The thirtieth class opened with all students working on their journals. Then, most worked on newspaper writing, while one worked on punctuation. Finishing the class period, a small group worked on spelling while the others worked alone.

For the thirty-first class everyone worked first on the journal topic. Then some worked on speed reading with others working individually. Finally, a small group worked on writing speed while the rest worked alone. This stage illustrated the most variety of activities and the least amount of teacher direction. The class had a relaxed atmosphere with students chatting a bit at the beginning of each class. Yet,



there was an underlying tone of seriousness, with students expecting to get a certain amount of work done each class period.

The thirty-second class session was the last day of the course. Of the eight studnets who started the term, six students finished. On the last day they evaluated the course and filled out the final questionnaire.

### The Daily Class Sessions of the Salt Marsh Studies Course

#### Stage One

The first day of class we met around a long table in the science room. The table setting was selected to provide a sense of group feeling and yet instill a tone of seriousness. The author described to the assembled students what the class would be doing during that session which is something that was done for the beginning of all the class periods and, to avoid repetitive statements, it will not be mentioned again in the procedure. Next, each student was given a stenographer's notebook to use throughout the term as his/her journal. They were told that these journals would be handed in to the teacher at the end of each class session and that no one else would read them. This arrangement assures privacy for their writing which is designed to encourage students to explore their feelings freely and to cut down on any self consciousness in writing. They would always receive a written response to their daily journal writings. These were generally supportive comments, usually with a suggestion or a question. Students seemed to enjoy these comments--they knew they were writing for someone who paid attention to

what they said, as well as writing for themselves.

Their first journal assignment was: "Pretend that someone asks you to describe a salt marsh (what it looks like, where it is located, what plants and animals live there, in what ways it is important to the planet). This person will never see a marsh so you could tell him/her anything. See if you can create a colorful picture." The assignment was difficult for them to start due to their fear of not knowing anything 'right' about the salt marsh. However, with encouragement and firmness from the teacher, they went to work and did rather well. This journal topic was selected as a low threat means for determining the students' baseline knowledge of the salt marsh. In lieu of handing out the prepared question sheets for finding out more about their knowledge of the marsh, this activity was skipped because the students were very sensitive about their own lack of knowledge. The journal writing had already served to develop their curiosity and to provide the author with a measure of how much each of them knew.

Next, the author handed out sheets listing the course expectations and went over the list, explaining each item and answering questions. This sheet provided visible course structure which serves to aid in developing feelings of security. After this explanation, the author went on to describe how the course would progress--from teacher-direction to student-direction. At this point an explanation was given of the model being used for the class, describing the structure continuum, how human relations skills would be involved, self-directed learning and its value, the theory behind the model of how developing one's sense of self can help one develop self-directed learning. Describing the model used

for the course design both introduces the concept of self-directed learning and builds an openness in the classroom. Such openness discourages manipulation and aids in building group trust. After asking for questions and briefly discussing the model, the first questionnaire on self-directed learning was passed out. They spent the remaining class time filling it out.

This first day of class went smoothly, with students indicating interest in the course topic. It was obvious from that day that these students all needed considerable direction from the teacher. With the exception of one sixteen-year-old, they were all young and in their first year of high school. One student was only thirteen and the other six were fourteen. It was also evident that, on the whole, these students were eager to learn about the salt marsh and were very willing to take teacher-direction.

The second session started a bit late due to late arrivals of some of the students. They were reprimanded simply and then the whole class was given the day's activities. The students quickly and quietly wrote their journal assignment: "What mystery is there about the salt marsh for you? Write down some questions you have about the marsh." This topic directs the students' attention to their own interest in and observations about the course subject. It emphasizes the self rather than emphasizing the right answers.

After this activity, they reviewed and copied down a list of activities for the afternoon session in the marsh. This served to interest them in that upcoming session and to alert them to certain aspects of the marsh which they could look for during that visit. We then turned

our attention to topographical maps of the local salt marshes. With two to three students sharing one map, they eagerly answered questions and located different places on the maps. Next the class moved from map reading to book reading. The author presented various books, briefly describing the contents of each and had each student select one of interest to read for the remainder of the class time. They quickly chose from the selected readings and went immediately to reading their choices. Their interest in the marsh was evident as they selected books with enthusiasm and were involved in reading for the remaining class time.

The third class session occurred that afternoon, from one to three o'clock. The students were ready, with pencils and notebooks, to get into the school van when one o'clock arrived. We traveled to and toured a portion of a local marsh. The author led the group through the marsh, asking and answering questions. The students seemed genuinely interested and, when asked to stay in one group, they willingly did so. They paid attention, asked questions, and were enthusiastic about discoveries. We returned to school to fill out the answers to their morning questions, which took up the remainder of the class time. The period was clearly teacher-directed and group oriented, but it allowed for individual activity and curiosity.

The fourth class session started off with a journal assignment: "Pretend that someone who will never see a salt marsh asks you to describe one. Write such a description with as much detail as possible." While the students had to be encouraged to write again on a topic similar to the previous one, they all did get involved in their writing and



remained absorbed. Once they started writing, their new learning became evident to them and was an energizing factor for writing the assignment. Choosing this topic was meant to underscore the students' new information and to encourage them in their seeking knowledge. Next, we reviewed the questions they had written in the previous class, answering those which remained unanswered.

At eleven o'clock the Earth Science class joined our class for a trip to the marsh. Previous to their arrival, the Salt Marsh Studies class had taken down a list of items and information from the previous field trip which were to be shared with the visiting class. Our class readily divided itself into four groups and had the Earth Science class divide itself among these groups. They enthusiastically showed the other class members around the marsh--reviewing their own recently learned facts by showing others. They became aware both of what they knew and did not know, yet without the use of a formal test. They had the definite structure of a teacher-provided list of things to show their visitors, but they had to manage the task in their small groups without the teacher. It also had the effect of creating a sense of group identity to show another class about 'their' marsh.

The fifth class started with a journal assignment: "Make up the answer to the question of why the salt marshes are so important." This topic was selected to get students to start thinking about the issue of the salt marsh's importance, to encourage them to try to figure out some reason on their own, and to help them to lose their concern for right answers. After they finished writing, they were shown examples of possible projects to consider in thinking about their own projects for the

last part of the term. This was mentioned to help them start considering the self-directed project which was expected of them later in the term.

For the remainder of the class period, we watched an excellent film depicting the importance of the salt marsh--the same subject which the students had addressed in their journal writing. The timing of the film was effective. They were thinking about the salt marsh's importance and then they viewed an engaging movie on the same topic.

The sixth session opened with a talk by the Earth Science teacher on the geology of the salt marsh. We then traveled to a local marsh to view examples of what was presented in the classroom. The class stayed in a group for the first portion of the trip, listening to explanations of the visible geology. Then, they were allowed to explore on their own which they clearly enjoyed. This session combined strong teacher-direction in the beginning, with more room for self-, or at least group-, direction in the latter part of the class.

The seventh class started with journal writing: "Write what you remember about the salt marsh's origins." This topic was designed to focus the students' attention on the information presented in the previous class session, and to provide both the students and the teacher with feedback on how well this information was understood and absorbed. After the writing activity, the author led a discussion on the origin of the salt marsh in order to review the information and to provide students with the opportunity to share their knowledge and questions. Any misconceptions were corrected at that time, as well. Next, the students copied in their notebooks a cross-section of the marsh elevations which

showed the various tidal regions. This assignment was geared to provide an introduction to the various regions found within one marsh. The students also copied a list of common plants to learn. Both these tasks prepared them for the upcoming activities. By having them copy the information themselves, rather than hand out duplicated papers, the individual student becomes more involved in the activity.

We traveled to the marsh where the students divided themselves into two groups and each group spent the rest of the class time working together on finding a sample of each plant on the list. The students were directed by the teacher to divide into two groups, but the students themselves made the division, each choosing with whom they wanted to be. Had any difficult groupings occurred, the teacher would have diplomatically, but firmly, intervened. As it was, the students worked in their groups as a team, each helping the small group fulfill the day's task. This type of activity encouraged cooperation rather than competition.

For the eighth session the class wanted to go over the plants picked during the previous class. This was the first clearly displayed group self-direction. The students were interested in the plants they had gathered and requested class time to more accurately identify them. So we spent the hour discussing these specimens, and noting where they were found in the marsh. Students enjoyed the activity and enjoyed doing something which they had suggested. The teacher's ability to hear their suggestion as constructive, rather than threatening, was an important factor in the decision.

The ninth session was altered due to the flu. The author went home sick that afternoon and the class joined the Earth Science class for a

field trip to ocean cliff areas. They brought back some samples of plants they had found previously in the marsh.

### Stage Two

For the tenth class the author remained sick at home and another teacher took the class, following the provided outline for the class period. The students worked with the various reference materials in order to begin to learn more about the list of plants and animals commonly found in the salt marsh. From the teacher's notes of the period, the whole class, with the exception of one student, was ready and waiting for her when she arrived a bit late. They all were prepared to work and got to the assignment quickly. They figured out a pattern of sharing the most helpful books. They spent the entire period working on these lists. The students' ability to work as effectively as they did with a substitute teacher is a good indicator of the class's increased level of self-direction. The teacher helped them the best she could, encouraging them, keeping the class focussed on the work, and responding to those who needed more structure than the others.

For the eleventh session, the author was back in class and the students continued working on their lists, with several wanting to take the material home to continue work on them there. This interest was another measure of both their involvement in the class and their ability for self-direction. The author worked in the background during these sessions, giving encouragement, answering questions, and keeping the class focussed on the day's activities.

For the twelvth class the Chemistry teacher came to talk about min-



erals found in the marsh rivers. Afterwards, the topic of projects was brought up, with a wide variety of ways given to do a project as well as subjects to consider. The students finished the class time working on the plants and animals research. The amount of time spent on this research was due to the level of student interest. Several students took work and books home that night.

When students came to the thirteenth class, most of them started right in on their plants and animals list. When the journal assignment was written on the board, all of the students went to work on it right away. "Write out some of your varied emotional responses to the salt marsh with an example to illustrate each different feeling you have. Consider the different tide conditions, the different marshes, seasons, weather patterns, and personal moods." As they finished writing, they went back to working on their lists, unbidden. Next, at the author's request, each student took a turn presenting information on a listed animal with other students offering additional information as we went along. This activity was selected to develop the group feeling after so much time spent working individually. Sharing provides a boost to self-esteem and the group feeling.

The fourteenth class started with a journal assignment: "The Seabrook nuclear power plant is killing the adjacent salt marsh with dust particles from the bulldozed soil settling in the marsh. Think of as many reasons as you can why this marsh should be protected." This topic was designed both to get the students to think on their own and to give the teacher an idea of how much each one understood about the marsh's importance. When they finished writing, we briefly discussed this topic

in order to clarify any misunderstandings and to give students a chance to tell each other what they knew. This also encouraged effective group interaction. The rest of the period was spent with students filling out the second questionnaire on the use of this model.

The fifteenth class was perfect weather for visiting a third local marsh. Once there, students looked for familiar and new plants and animals. They spread out in a loose group to come together when someone found something of interest. The class showed group cohesiveness and yet was loose enough for individuals to do personal exploring.

The third stage marks the time when the class began to work well together. This stage brought spontaneous discussions and information sharing as well as cooperative group activities. Rather than presenting all the material every day, the teacher would give students personal attention in aiding them to reach their goals. Through this contact the students could be learning more about themselves. Outdoor work was completed during this stage due to the onset of cold weather. At the end of the third stage the students were ready to move on to their independent projects.

The sixteenth class assignment was to find one's way across the local marsh in either dyads or small groups, mapping the marsh as they progressed. This was not an easy task, for streams cut through this grassy, flat land, unseen to the walker until they are encountered directly. The weather was kind and the students were excited about the task. They divided themselves into three small groups and helped each other across the wet and unpredictable marsh while the author waited on the opposite edge. The groups were highly cooperative.

The seventeenth session started with a discussion of the previous day's hike through the marsh. The conversation included all the funny adventures of the afternoon trip as well as the excitement of really being out in unknown territory exploring on their own. After the discussion, they worked on their maps, using both their notes from the previous day and the topographical maps to draw their own maps which resembled the actual land form they had visited. There was a certain amount of noise that session, but it was coupled with a good deal of concentration on the task at hand.

That afternoon was the eighteenth session and the students were still involved in their exploration of the marsh. They enthusiastically talked me into letting them try again to get across the marsh. Because the weather and tide were right, we went. This session was not as fruitful as the first attempt at crossing due to the lack of direction in some new aspect of the same activity. They made it across the marsh nonetheless.

For the nineteenth class the project assignment sheet was handed out and gone over in detail. After some questions and discussion on these sheets which outlined what they needed to do for an independent project, we moved on to a sheet depicting the marsh food cycle. When students had finished reading this information, they drew their own illustration of this food cycle, which provided an indication of how well they understood the concept. They showed their drawings to the author as they worked on them with questions and occasional requests for help. This was the last class that the teacher organized the presentation of course material. From this point on, the students provided their own

sources and used me sporadically to answer questions and to give them help. They made their final decisions that day on project topics to pursue, having considered a variety of possibilities during the previous week.

#### Stage Four

In the twentieth session the students began work on their selected project topics. Four students chose to work in dyads and the other four chose to work individually. They worked well that day, using the project sheets to get them started and the reference materials to continue their research. They worked on their own with real interest and energy, asking for guidance when they had questions or felt lost.

That afternoon, for the twenty-first session, the class went to the public library to continue working on their projects and to use a wider variety of resource materials, learning some library skills along the way. On the way to the library, two of the students were dropped off at a local woman's home to interview her on her family's historical involvement in shipbuilding in the salt marsh behind her house. The others used the library well--looking up books, using reference materials, and taking notes on their respective topics. They continued their reading and note-taking at home.

The twenty-second session involved further work on projects. The students continued taking notes, making illustrations, and writing up their information. During these class sessions the author answered questions as they arose, encouraged those who got flustered or confused, kept general order, and otherwise remained quietly in the background



working on her own reading or writing, allowing the students to direct their own class activities.

On the twenty-third day of class, the last day, students who needed time to finish their projects used the first part of the period. All of the students filled out a brief evaluation form on their own projects in addition to the final questionnaire on the course itself. With the time which remained, those students who wanted to, described their projects to the other class members. These projects included a paper on the historical use of Maine marshes for shipbuilding purposes; a presentation of common marsh flowers through both a written text and colored drawings; several written presentations of different marsh birds, some accompanied by drawings. One text on marsh birds was accompanied by both oil paintings and papermached replicas. These were set in handmade nests with blown and painted chicken eggs made to look like the shore bird's real eggs. There was a wide range in creativity and in amount of self-direction represented in these projects. But all the students had come a definite distance in self-directed learning from where they had started at the beginning of the course.

## APPENDIX B

(This appendix provides the details for evaluating the dissertation model. There are four questions being asked which are answered by student questionnaires, teacher evaluations, transcripts from taped interviews with two outside observers and one participating teacher. There are also two case studies which provide further detail for the evaluation chapter.)

### Question No. 1

Did the Teachers Actually Use the Model as Described?

answered by:

- student questionnaires
- outside observers
- participating team teacher

### Student Input on the Question

#### Questionnaire No. 2

Do you feel the teachers listen to you? to the others?	Is the class a comfortable place to be?	nervous, relaxed, distant, patient, easily-provoked, cold, caring, informative, push-over, helpful, overbearing, clear, threatening.
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#### Miscellaney

Heather	Yes	Yes	relaxed, patient, caring, informative, helpful, sometimes easily provoked.
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Wuffel	Yes	Yes. Can share thoughts.	relaxed, patient, sometimes easily provoked, caring, informative, helpful, clear (kind & understanding).
Cathy	Yes	Yes	relaxed, patient, informative, helpful.
Tim	Yes	Yes	relaxed, informative, helpful.
Mark O.	Yes	Yes	relaxed, distant, patient, caring, informative, helpful.
Marc S.	Yes	Yes	patient, informative, cold, helpful, clear, caring.
Dete	Yes	Sometimes I feel comfortable and other times I get really mad, but I don't know why.	relaxed, distant, patient, helpful, clear, threatening.

### Salt Marsh

Lissa	A lot of confusion with all the kids saying what they want.	Yes, e for the confusion.	patient, helpful.
Dawn	Yes, she is very patient.	Yes	relaxed, patient, caring, informative, helpful, clear.
Nancy	Yes	Yes	relaxed, patient, informative, helpful (rushed).
Chris	Yes	Yes	patient, informative, helpful, clear.
Karen	Yes	Yes	relaxed, patient, caring, informative, helpful, clear.
Sydney	Yes	Yes	relaxed, patient, caring, informative, helpful, clear.

Yvonne            did not fill out questionnaire

Helen            Yes                    Yes                    patient, informative, helpful (considerate).

Looking back over your journal to the beginning, what do you discover? Do you have a fuller sense of some of your feelings? and ideas? Has your writing changed any? In rereading your journal, what feelings are evoked?

### Miscellaney

- H. I hear I am doing better and I think I am.
- W. It gives me a sense of learning about myself.
- C. Yes, I have a fuller sense of my feelings and ideas.
- T. My confidence has improved to the point where I can write about anything.
- M. Discovered I can do a good job if only I want to.
- M. I'm getting the knack of getting my thoughts and ideas down on paper.
- D. I discovered that I like the way I word my sentences. Feelings evoked--the seemingly never ending feelings of anger for certain people. My mother.

Read your first entry and read today's entry, how do they compare in the amount of personal involvement?

### Salt Marsh

- L. I knew nothing about the salt marsh and now I know plants and animals.
- D. The writing has given me more self reliance.
- N. Now I know more about a salt marsh than I did before.
- C. It is mind-blowing, I've really learned alot about the marsh in this class.



- K. I discovered that I know quite alot about the salt marsh and I want to know more and more.
- S. I hate the way I write. Now I know a lot more details about the salt marsh and it is more interesting.
- Y. no questionnaire
- H. Found as she learned more about the salt marsh she became more involved.

Does the teacher give enough instruction each day to suit you? Too much? Do you understand what you are supposed to do each day?

### Miscellaney

- H. I can get writing done with this amount, but reading I don't do too well.
- W. Yes. But sometimes I need more help in self-direction.
- C. Yes, enough instruction and I understand very well. If I don't, I ask.
- T. They give as much as I need and if I need more I ask.
- M. The teachers are doing a fine job.
- M. Teachers assign good writing topics and some good books, but would like to choose his own books.
- D. Teacher instruction is real good.

### Salt Marsh

- L. The class was instructed well.
- D. The teacher gives perfect amount of instruction each day. She is there it help me when I need it.
- N. Yes, the teacher gives enough instruction to suit me.
- C. Yes.
- K. Yes. Never too much because we take our time at what we are doing.
- S. Yes, the amount given is the amount I like.

Y. no questionnaire

H. Yes.

Do you have any negative or positive feelings about this group of students or any single member? How would you describe the class's behavior?

### Miscellaney

- H. I like most of the class and am happy with most of the people.
- W. Class is comfortable together and everyone likes each other.
- C. I feel comfortable with the people in the class.
- T. I have positive feelings about everyone; a class of friends.
- M. All my classmates leave me alone and I leave them alone.
- M. The students are willing to learn and don't fool around too much.
- D. I have fairly positive feelings; class behavior is good; we all seem to get along good.

### Salt Marsh

- L. Comfortable.
- D. Most of the time everyone is very cooperative.
- N. Class behavior usually pretty good.
- C. I like everyone; class behavior good except when there are too many conversations going on at once.
- K. Sometimes they bug me but most of the time I like it.
- S. I like everybody. It's a good group, sometimes a little noisy, but good.

Y. no questionnaire

- H. Some people tend to be inconsiderate of other's feelings, but everyone works well together and gets along.

Does the activity within the group make it more difficult to learn?  
easier? have little effect?

Miscellaney

- H. no answer
- W. The group is easier to learn in because I understand more and everybody is working together.
- C. (The group provides comic relief once in a while, making it easier to work.) Author's wording.
- T. The group makes it easier; no hostility in it.
- M. Somebody else really has no effect on my learning.
- M. The group doesn't effect me at all. I could either work on my own or with the students.
- D. The activity in the group has little effect on my work.

Salt Marsh

- L. The group makes it easy to get taught, but I learn more if I teach myself.
- D. It's easier for me to work one-on-one with a teacher, but I can work in a group too.
- N. I can learn fairly well in this class except that I feel rushed sometimes (in writing or reading).
- C. More difficult when too many conversations going on at once.
- K. It has little effect on me.
- S. It doesn't make any difference to me except when I'm in a bad mood.
- Y. no questionnaire
- H. If the class changed in either direction I don't think I would like it as much.

## Questionnaire No. 3

Evaluation this class on the following items:

Interest & relevance, Level of enjoyment

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Miscellaney

- H. no questionnaire (left school)

- W. Class was enjoyable and not boring. I can learn more when I enjoy something.
- C. Class very interesting, really gets you thinking, has good books. Enjoyed the class.
- T. no questionnaire
- M. Had fun in this class.
- M. I was interested because I like the things I did and the books I read. I enjoyed the class very much, felt I learned a great deal about myself and my abilities.
- D. Class was very interesting to me and I enjoyed it.

Degree of comfort or safety

- H. no questionnaire
- W. Relaxing and comfortable class.
- C. Always comfortable in class.
- T. no questionnaire
- M. I learned to calm down.
- M. I was very comfortable in the class because I like the group of kids I worked with.
- D. Only time she felt uncomfortable was when she had to struggle with a difficult assignment.

Structure (the amount of teacher and student direction)

- H. no questionnaire
- W. I liked the amount of self-direction and of teacher's help.
- C. Liked the way the teachers gave topics and left students alone.
- T. no questionnaire
- M. I still need help in spelling.



- M. The structure of the class was set up well.
  - D. I felt better when the teachers was always instructing us.
- 

Evaluate the teachers on their ability to:

Get the group to learn

---

Miscellaney

- H. no questionnaire
  - W. They could get students to work quickly.
  - C. Teachers were great.
  - T. no questionnaire
  - M. No answer.
  - M. No answer.
  - D. The teachers made the class an interesting place to be.
- 

To listen

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Miscellaney

- H. no questionnaire
  - W. They listened and explained fully; gave a lot of help in understanding things we had trouble with.
  - C. Listened well and had a lot of patience.
  - T. no questionnaire
  - M. Teachers very calm.
  - M. The teachers were very helpful to me at hard times. When they listen to a student they give he or she their full attention.
  - D. Easy to feel at home.
-

Outside Observers' Input to the Question (through taped interviews):

Was there a structure continuum used?

1. Did you see a gradual change from a lot of teacher direction at the beginning of the course to less at the end of the course?

Salt Marsh

Sargent Yes, I very definitely did in that course. In the first class that I went to the teacher gave very specific directions for writing journal entries, or map reading or specific items that have to do with the salt marsh, in the afternoon class when they went out to the marsh. In the middle of the course, I went to a class in which the students were all grouped around a table and each one had a book giving information on various salt marsh topics, and the teacher asked questions about various salt marsh items and the students gave each other various information from the books that they had and everyone made notes from the information that was given by the students. In the final class all the students were working on individual projects pretty much on their own. In the beginning everybody was doing the same thing at the same time and at the end all the teacher was doing was answering a few questions from individuals.

Hardy Well I should say that I've only been involved in two classes, one earlier in the course and one later in the course. Although, from time to time, since my office is adjacent to the area where the Salt Marsh class goes on, I've had opportunity to sort of witness a variety of activities and discussions on the periphery of things. So that adds to my observations.

Yes, it's been apparent that there has been a change in the direction provided by the teacher. It was structured much in the way I would structure a class at the beginning of the course, with directions and assignments and so on, for the students. And certainly later on in the course kids have been working individually on projects. They have been initiating activities and working independently a good deal. So I could say yes to that question.

Miscellaney

Sargent Yes, I would say that in this course the first class was very structured, the teachers gave very specific directions about what the students were to do and gave detailed instructions on how to do it. In the last class the students were working pretty much on their own, moving from one activity to another according to teacher direction, but what they were actually doing during those parts of the period they were doing on their

own. I have no way of measuring if it was a gradual change.

Hardy Yes, most of the presentations, class materials were presented by the teachers in the beginning phases. Teachers still presented certain items later on in the course, but it was apparent that students had more choice and played a much larger role in the activities in which they participated.

2. Was there a general uniformity of student activity at the beginning and more variety at the end of the course?

### Salt Marsh

Sargent Yes, at the beginning all the students were doing the same thing at the same time. The projects at the end of the course had quite a variety: some were painting and making models of salt marsh objects, others were writing.

Hardy Yes. There certainly was variety at the end with the kids working on their independent projects. Some involving more writing and research and others more graphid or art-related projects. Yeah, a good deal of diversity at the end. In the beginning, the students, as I recall, were making similar lists of plants and animals, were engaged in activities that certainly were for the entire class. I think they liked both. I guess you didn't ask me that question, but they seemed to take to both styles. And there was a change.

### Miscellaney

Sargent In the first class I went to, the students were doing exactly the same thing. They were writing some dictated work and they had a quiet reading period in which everyone read the same book. At the end of their quiet reading, or individualized reading, they were all reading their own books, and some of them even in their own spaces. Some of them went out of the immediate classroom area to the library or porch, other areas to read. So I would guess that they were choosing their own work more.

Hardy Yes, alot of reading of short stories, excerpts from books and discussion about them in the beginning; group discussions on common material in the earlier part of the course, and much less so later on.

3. Did the teacher talk openly about this change in structure?

### Salt Marsh

Sargent Well, at the beginning of the course the teacher explained in detail how the course was to be organized and what she expected

to do and what she expected the students to do. And at various times during the course she mentioned what she would expect them to be doing which became more student directed by the end.

Hardy Well, not as I recall in the classes that I visited. But as I understand it, the design was to do that, especially during the beginning of the course and the particular class that I attended wasn't the first class. So I really can't give actual kind of testimony to that. But I know from informal chats with the students and indirect observations of the class that has certainly been her style.

### Miscellaney

Sargent Yes, there was a detailed and lengthy description by both of the teachers, in which both of the teachers participated at that first class, talking about how the class would be organized and what would be expected of the students as the course progressed.

Hardy Well, not in the class that I visited. On the one early in the course there was a handout material which was read and the kids seemed to know what was expected of them. So I'm assuming it was discussed earlier, it really wasn't concentrated on in that particular class.

### Were human relations skills used?

1. What is your opinion of how well the teacher listened to what the student was saying?

### Salt Marsh

Sargent Well, I think quite well. The classes were small and relaxed, and there was time to listen and respond to whatever students wanted to say.

Hardy Well, she certainly seemed to listen in the several classes that I attended. If students asked questions, they seemed to get an honest response indicating that they were heard well. So, it seemed to me that they were.

### Miscellaney

Sargent I thought they listened very well. They responded to every students' contribution and spoke to students by name, made some response, verbal or otherwise, to any student contributions.

Hardy I think the teachers paid very close attention because on several occasions in one class, I recall, the teachers paraphrased



what the students had said. That is, the student commented on something and the teachers repeated it in their own words, so it was obvious that they were listening closely.

2. Did the students seem to feel they were being listened to?

Salt Marsh

Sargent Oh yes, I do, because in almost every case that the students made a remark even if it was incidental to the course topic, the teacher would respond in some way.

Hardy Well, for me that calls for an interesting kind of evidence. Sometimes kids. . ., if they're not being heard and you watch then closely when the teacher has stopped responding to them, they'll make some kind of face or some kind of gesture or aside to a friend that indicates that they didn't get anywhere. There certainly wasn't any of that. So their body posture, so to speak, indicated that they got the response that they wanted or expected.

Miscellaney

Sargent Yes, I would definitely say so.

Hardy As well as I could determine that, yes I think so.

3. Was the classroom a relaxed setting?

Salt Marsh

Sargent Oh, yes, I would say so. Whatever room the classes were held in, the indoor classes were usually in the library, a very comfortable room with a variety of seating around. In almost every case people were sitting around in a circle which included the teacher and the students altogether in one circle so they could see each other easily and they were close together. There was a lot of responding from one person to another, quite a warm atmosphere, people listening to each other.

Hardy Yes and no. The room itself is a sort of bare kind of space with chairs and tables. But given the space which the teacher had to utilize, I would say that she did a good job with it. I mean that her behavior contributed to the hardness of the space, so that there was some kidding, when appropriate, and there was a feeling of respect and ease amongst the participants in the class. So that yes, I would say so.

Miscellaney

Sargent Well, I think that it was a pretty relaxed class. The group was sitting around in the library in a circle of chairs. Everyone was included in the circle. There was some informal discussion about what class would be like and then the teachers gave a detailed explanation of just what would go on. And it seemed to me that they were making an effort to put the students at ease and to encourage them to ask questions about what they were going to be doing.

Hardy Yes, very. This particular class was held in the library of the school, so the space is conducive to relaxation anyway. There was, particularly at the beginnings of the class periods, some joking comments about the kids' home lives, sort of a nice little, friendly means for getting down to business. That set a nice tone, I think.

4. Later in the course term, did it maintain that environment that was relaxed or did it change?

Salt Marsh

Sargent [Was not asked this question for this course]

Hardy Well I would say that it increased. There's always some nervousness, anxiety, at the beginning of any class regardless of the best efforts of the teacher. In this particular class there was a good deal of personal interaction between the teacher and the individual student. And that increased over time and there was a definite kind of relaxed informal atmosphere near the end of the course.

Miscellaney

Sargent I think it did. One of the classes that I observed included some speed writing and speed reading in which there was some pressure to write or read as much as you could in a short period of time, but it didn't seem to be really tense or anything. They still seemed to be pretty relaxed about what they were doing.

Hardy No, it seemed to be relaxed throughout. I didn't notice that it was more or less so than the beginning. It was consistently relaxed.

5. What would you say effected the degree of relaxation?

Salt Marsh

Sargent Well, I think that the teacher made an effort to bring everyone

together and got things starting off the hour on a low key or informal way. Just the general physical set-up in this room was relaxing.

Hardy Well, I guess the lack of formality, lack of barriers to communication between the students and teacher. There seemed to me to be nothing artificial or put on. Kids asked a question and they got an honest, you know, human kind of response rather than a stock kind of treatment from a teacher.

### Miscellaney

Sargent [Was not asked because she had already answered in No. 3.]

Hardy Well, as I mentioned earlier, I think that that sort of chatting with the students, particularly at the beginning of the period, a little joking, greeting them warmly when they come in, that was evident on the times I was present. Listening to what the kids were saying so that there was always a real contact between the teachers and kids so that there wasn't an air of formality about the interaction.

6. Did the teacher let the students know what their interpersonal and academic behavior was like in a way that could be accepted by the students?

### Salt Marsh

Sargent I can't think of any specific example of that. From the general atmosphere of the class I would generally think so. I certainly don't remember any occasion in which a student responded negatively to a teacher, so I think that such incidents were not disruptive to the class or to the atmosphere.

Hardy I recall one incident when a couple kids came in late and they were told that they were late and that it wasn't appropriate. Yet it wasn't done with any hostility. It was said matter of factly, and I think it was done appropriately. Other times there was an occasional disruptive behavior on the part of a student, but it seemed to be handled in such a way that the student acknowledged it and accepted it.

### Miscellaney

Sargent I would think so. I can't think of any situation in which that was not true.

Hardy The teachers certainly commented on behaviors. I can think of several behaviors that were inappropriate and they were commented on by the teachers, for lateness, or for inattention of

one kind or another. Students seemed receptive to those comments, seemed to get back on track after the comments were made. So I would say so.

7. Was the teacher open to feedback herself?

Salt Marsh

Sargent Oh yes. The students were rather uninhibited about asking questions or making comments on things, and it was all taken quite well.

Hardy I can't think of particular examples on that question. No particular examples come to mind. But her style of communication with the kids leads me to believe that if they had said something, some kind of comment, positive or negative, about her behavior that they would have been heard.

Miscellaney

Sargent I think so. I recall one class in which at the end of the class one of the students congratulated the teacher on the operation of the class and said how well she had done. I don't remember any negative criticism or complaints about what was going on. It seemed to me that the group was pretty cooperative.

Hardy Well there were two teachers, actually. They seemed to be open to that because some suggestions that students made about the conduct of the class were acted upon, such as a means for dealing with a lack of books in one class. So I have a sense that that was acted upon.

8. How would you describe the teacher's leadership style: authoritarian? democratic? laissez faire? or a combination of all or any of the above?

Salt Marsh

Sargent Well, I would think in general it was democratic. Quite often suggestions or directions were given with the possibility of students adding to or commenting upon what they were going to do. At the beginning of the course the directions or assignments were pretty specific if you consider that authoritarian, because there wasn't any choice. Well, there was some choice, but. . . . It certainly was not authoritarian by the end of the course because students were all working on projects they had chosen, and were working at their own speed.

Some of the classes started out with some specific directions such as things to write down in the journals or ways of record-



ing information and went on to more open-ended questions of having the students write about something that they were particularly interested in or how they felt about something to do with the marsh.

Hardy A little of everything I guess. Although predominantly, if you were taking an average, I guess you would say democratic. Early on in the classes there was a good deal of direction giving and assignments prepared by the teacher and that might be categorized as authoritarian. Students had, particularly as the course proceeded, a say in terms of activities to be undertaken, pacing of the course, etc. Laissez faire wouldn't really be accurate, I don't think, because the teacher was always concerned and paying attention to what the students were doing. They would choose later on in the course what activities to undertake and would initiate them. But a student didn't really have the choice to not participate, to do nothing. If a student wasn't indicating a sort of growing sense of self-direction, the teacher would seek out that student.

### Miscellaney

Sargent I would say mostly democratic. The two teachers working together with a group is not always easy. They seemed to share the responsibility and took turns speaking to the group so that the class would realize they were both there as teachers. They supported each other in directions that were given and in ideas that were being explained. I think at the beginning they gave a lot of direction and very definite assignments. Towards the end what kids were doing was much more up to them in an individualized way.

Hardy Authoritarian in one sense in that that's the sense of providing the outlines or boundary conditions for the class, setting up, you might say, the parameters or overall structure for the course. It continued to be authoritarian in the sense that the teachers provided the choices for students, when choices were to be made, at least or particularly so in the earlier phase of the class. It wasn't laissez faire because there was always probing on the part of the teachers to see what students were accomplishing, to see if they needed help, to see if they needed more direction, for example. But a good deal of the time the smaller decisions, that is the day-to-day decisions, once the class was underway, were made in a, I think, a democratic process with the kids discussing means for the group accomplishing its goals.

9. How did students respond to the teachers' leadership?

### Salt Marsh

Sargent Well. I think that it was quite positive. The students in general followed the teacher's directions or initiative and I don't personally remember seeing any negative behavior of a student refusing to cooperate with what was going on. I think that the students all like the teacher and were pretty interested in the subject or at least interested in how the teacher was going to present it.

Hardy My observations indicated very well. They appreciated the direction, in the sense that kids don't want to flounder, they want to have a sense of what is going to happen in a course, and to know that they are getting somewhere. And yet at other times they want choice and some freedom and I think they had that.

### Miscellaney

Sargent I think they were positive and accepted it. I don't recall any incidents of negative reaction.

Hardy They liked the direction. This particular group of students, I would say, needed direction more than another group in the school, more, for example, than the students in the salt marsh class. I think that they not only needed it, but I think that they appreciated it. When they had the direction from the teachers, I think they performed well.

10. Did the teacher draw out quiet members?

### Salt Marsh

Sargent Yes, at various times the teacher would call someone by name and ask that person specifically if they had a comment to make. It usually was an open-ended question which the student could answer in any way they felt, not a question that would have a definite right or wrong answer.

Hardy Well, I'm thinking about that. I guess when you say "draw out" I can recall her going to different portions of the room in the latter part of the class to check on the students' progress, to see if they have difficulty or questions or how they are doing. In a sense that's 'drawing out', although it's not in the style of a class where all the kids are together. But that's what stands out in my mind.

Well, I'm not quite aware of which ones are the quiet ones and which ones are not. She asked questions of alot of students. It wasn't simply to one or two. So if there were many questions asked to a wide variety of students, I assume some of them must have been quiet members.

Miscellaney

Sargent I think in the first class all the students had read the particular thing that was handed out, the teachers made an effort to involve everyone and to ask a couple of the students who hadn't volunteered any answers, to call on them by name and ask them how they felt or what they thought about a situation in the story.

Hardy Yes. Both teachers performed this kind of task extremely well. I think with some students more prone to talking and speaking than others, but at least in the times I was present, I don't think there was a time when all the students didn't speak at some point during the class.

11. Was she clear in giving directions?

Salt Marsh

Sargent Yes, I think in general. Students would quite often respond to questions by asking more questions which was part of the informal atmosphere of the class.

Hardy Very. Yeah, she took a good deal of time, emphasized, spoke slowly. Very clear.

Miscellaney

Sargent I thought they were quite specific and that the course was quite well organized in terms of what was to be done and how it was to be done. And there was certainly opportunity for students to ask questions if they didn't understand.

Hardy Yes. And the blackboard was used for emphasizing or clarifying these directions. So the kids, if they seemed to lose track of what was said orally, could follow it from looking at the directions on the board.

12. Did she encourage individuals to use unique talents?

Salt Marsh

Sargent I don't think I knew the students well enough. . . . In the individual projects at the end of the course some of the girls who painted birds, did a very nice, very interesting representation of salt marsh birds, for their project which was a use of their talents.

Hardy Yes. Well, actually the class is unique in the sense that although it is the study of the salt marsh, it's not scientifically nor historically, nor oriented in a certain way. So kids

from the outset were encouraged to find a style of studying about the salt marsh that suited their own abilities and personality. I think they were aware of that from the beginning and did so.

### Miscellaney

Sargent I think they were encouraging. I think that when the students were asked to write about some situation, one or two were reluctant to write and the teacher suggested aspects of things that they were interested in that they could write about. They were trying to personalize it and encourage that student to put something down in writing that he might only have felt or thought about.

Hardy That's a little difficult to answer. But I can think of one way in which that was accurate. Many of the times that students were asked to write in the journals, they were asked to write in a way that personalized a particular situation or event. So the event might be a common one, or might be one that they all had familiarity with, but they were asked to give their particular and personal reaction to it, based on an event in their own lives or their own family situations and so on, so, in that sense, they could bring their own personality, individuality to the task.

13. Was she supportive in her behavior?

### Salt Marsh

Sargent Yes, I think the teacher made a continuous effort to be supportive and encouraging to students and to let them feel that they had a contribution to make to the class. And when they answered questions that were too vague, she would ask another question or give them clues so that they could give a better answer on their own, rather than saying to an answer that they would give: "That's too general" or "I think this should be the answer." She would keep asking questions until the student arrived at a specific answer.

Hardy Well, I don't think there was any question about that. Continuously she would be seeking the students out and telling them that they were making progress, that to not feel embarrassed about a lack of knowledge in certain areas, and encouraging them to do their best. I certainly see that as supportive.

### Miscellaney

Sargent Yes.



Hardy Yes, especially so in the journal writing. Because there weren't any right or wrong answers. Student could and did write what really was on their minds and even if it always didn't seem appropriate, they were encouraged to do that. . . . It certainly made them more comfortable with the writing task. And some of these kids were not good writers.

14. Was the group sensitive to the individual?

#### Salt Marsh

Sargent Yes, I think so. There didn't seem to be any particular students who were left out and they were all quite sensitive to each other with small things like needing pencils, or boots to wear in the marsh, they were quite helpful to each other.

Hardy Well, I have that sense, but I'm afraid I can't give any specific examples. I can think of the group in the salt marsh itself, from the things the kids and the teacher would say, that they worked cooperatively on their group assignments or projects in the marsh. But I can't give any concrete examples to that.

#### Miscellaney

Sargent Yes, I would say that students in this group were sensitive to each other in trying to see that each person had a copy of the reading material or pencils or making supporting comments when a student had voiced some comment or evaluation that they didn't sound too sure of.

Hardy I think so. Some students asked other students to clarify a comment or something that they would say in class. There wasn't any behavior examples, that I saw, anyway, of kids being rude or insensitive to the personal comments that some of the kids would make.

15. Was there much competition in the sense we very often find in classrooms?

#### Salt Marsh

Sargent [Was not asked this question for this course.]

Hardy I wasn't aware of any. Students were certainly encouraged to be unique in their projects, to learn about the marsh, but there was a good deal of latitude in what one could learn about the marsh, and I think that contributed to a lack of competition.

Miscellaney

Sargent No, I wouldn't say that. In fact when they were doing the speed reading and writing, the teachers and some of the students emphasized that they were to compare their own scores or speeds to their previous work rather than to each other or to any standard amount for measuring their own progress against themselves. I wouldn't say that I observed any competitive activity at all.

Hardy No, I wasn't aware of any competition.

16. Did the individual get a say in group goals?

Salt Marsh

Sargent I don't think that I observed any group decision making.

Hardy They seemed to. Yet, in that earlier class that I visited. . . . It's hard to answer that on the basis of attending only a couple classes. But, there was discussion. I guess I can answer that more from my peripheral observation of the class in terms of decisions about whether to go to the marsh because of weather, whether to go to the library, whether to have a certain speaker in on a particular day. I would just hear those from my room, from my office, and there certainly seemed to be a democratic kind of procedure.

Miscellaney

Sargent Well, I think that at some point the students chose what aspects of English skill they wanted to work on as a group and as individuals and they helped in some sense plan the course, the content of the course.

Hardy They certainly did in individual goals. I think so, but in the classes in which I attended I'm afraid I can't give particularly good comment on that.

17. Was consensus used for making group decisions?

Salt Marsh

Sargent I think that that would be true judging from the usual atmosphere in the class, the students in this group making decisions.

Hardy Well, I would guess so since that is a decision making process that students have been encouraged to participate in the school meetings for example. But I can't honestly say that I can remember that with a particular class.

Miscellaney

Sargent I don't think I observed any group decision making in that class.

Hardy I'm trying to remember how the end. . . . Certainly there was a democratic process at many points in the class. Consensus? I think so, but I'm not sure I'm clouding that by the consensus process that we use at other points in the school. But I think so.

18. Did students get independence and responsibility?

Salt Marsh

Sargent Well, by the end of the course most of them were able to work on their own and I believe they had chosen their own topics for their individual projects. In the final class when they were finishing their projects, there were two or three students who were asking a lot of questions about how to write up their report to get it finished. But for the most part everybody knew what they were doing and were working on their own.

Hardy Yes. Responsibility in that they, in a sense, contracted with the teacher and for a particular kind of goal and were responsible for carrying that out. As far as independence goes, that's part and parcel of it, but they could work independently. Some did. Some worked in pairs, sometimes they worked as a whole group. But I would say that all the students at one point or another had ample opportunity, and exercised it, for working independently.

Miscellaney

Sargent I don't know what they were like at the beginning of the class, but by the end the various students were taking care of their own projects and going off doing their own reading and choosing their own books, and working on their own pretty much. Although the teacher was available for guidance if needed.

Hardy Yes, some were able to make more of it than others. Some seemed to thrive on it, and others it was hard work. I don't know whether they wanted the independence or not, but they had the opportunity for it, and made some strides with it. Although I think it was quite alien to some of them.

19. Were there group activities which build group cohesion through co-operation?

Salt Marsh

Sargent The trips to the marsh certainly were built on cooperation: staying together, getting across the marsh.

Hardy Yes, in the discussions about the progress of the course and the scheduling of certain activities, they had to work those things out as a group. They also worked in small groups or pairs or groups of three, quite regularly. I would say they worked extremely well together.

### Miscellaney

Sargent Not that I observed in that class.

Hardy I think the journal writing contributed, but perhaps more the group discussions. I mean there wasn't a definite goal, necessarily in all the discussions, because a discussion by definition has to be a little bit open-ended. But the kids seemed to be listening and paying attention to other kids and the discussions seemed to flow quite smoothly, and I think that takes a cooperative element. There was a sort of informal chatting from time to time, particularly as class became more independently oriented that seemed to indicate that the, or at least the chatting seemed to take a form of helpfulness, with one kid talking about his contract and setting it up. I think they were cooperative in that way.

20. Was the classroom a safe environment so feelings and opinions were expressed frankly and freely?

### Salt Marsh

Sargent Well, I thought that this group of students was unusually frank. And I think that the general relaxing atmosphere encouraged them to speak up and say what they thought.

Hardy I would say as safe as they could be. Certainly, I think our school as a whole allows that, but this class more than most. A couple of the students are very shy and have self-doubts about their own knowledge, abilities, and so on. They were as talkative as I have ever seen them, so I think that that's an indication that it was a pretty safe environment.

### Miscellaney

Sargent Yes, I would say so.

Hardy I don't have any problem in saying that that was the case. Extraordinarily so. Both teachers were making a real strong attempt, and successfully I would say, to be encouraging, to listen and help individuals get past any problems that they might bring in with them on any particular day.



21. Did students easily ask questions for clarification, etc.?

Salt Marsh

Sargent [Was not asked because she had already answered in No. 3.]

Hardy Well, there seemed to be a very free interaction between the students and the teacher. If they didn't understand something, they said something about it. If there was a question about directions, they didn't seem to hold much back.

Miscellaney

Sargent Yes, they gave ample opportunity for asking if anybody had questions after directions had been given.

Hardy Yes, they didn't seem to hesitate. If they seemed unclear they seemed to quickly let the teachers know.

22. Was the teacher sensitive to the needs of individuals as demonstrated through their non-verbal communication?

Salt Marsh

Sargent I don't think that I observed any.

Hardy I think so. That's a . . . . Again when you are dealing with non-verbal communication it's a little difficult to be accurate about the teacher's response, but I think in drawing out students who were quiet or restless, and that happened in several instances, a restlessness is detected by some kind of fidgeting or something that's not directly related to class activities, and they were, at least in several instances, involved, brought back in the discussion, so that's probably indicative of the style as a whole.

Miscellaney

Sargent Yes, I think that teachers were watching for reactions from the students whether they were voiced or not, and they were encouraging to various students.

Hardy Half of these kids are more pronounced in their non-verbal gestures than others and I think the teachers were aware of these certain kids, watched for them, and were sensitive to it and did something about it.

Was there an emphasis on the individual?

1. Did the teacher pay attention to and provide time for individuals?

Salt Marsh

Sargent Yes, I would definitely say so. The teacher always looked at the person who was asking a question and made some response to whatever the student's comment was. The teacher was always available before and after class to talk with individuals.

Hardy Yes, there's no question about that. The teacher would go from one student to another, at least in the latter part of the class, checking on each one's progress, making suggestions, commenting on their written work, and so on.

Miscellaney

Sargent Yes, the teachers were available before and after class and when the group was involved in working on an assignment such as journal writing or a silent reading, the teachers would go over to students who had questions and have a private conversation with them or answer questions that were raised. The teachers remained as part of the group in the circle while the students were working on their own.

Hardy A good deal. On the other hand the class was very small and there were two teachers so that was not as difficult a task as it might have been in a larger class with one teacher. But, nevertheless they provided a good deal of time for individual students, with lengthy conferences to assess each student's progress.

2. Did the class activities involve students in individual activities?

Salt Marsh

Sargent Yes, in a way the journal work would be an individual activity because many of its assignments for writing in the journals were very individual and the responses to them were individual. The projects at the end of the term were individual, although a few were working in pairs.

Hardy Well, that's pretty much the same as the last one, yes. The kids were working individually, or sometimes in pairs, and the teacher went to each one or group and was very thorough with them.

Miscellaney

Sargent Yes, it was structured so that part of their time each student

chose what aspect of the skills he wanted to work on.

Hardy Yes. I'm not quite sure what it means, but they all did journal writing, they all did reading. And those are two tasks that were done by themselves. Sometimes there was reading aloud, of course, and discussions. But on other occasions there was reading. . . , in fact very regularly later on in the course, there was individual reading at one's own pace, even with one's own material.

3. Do you see the journal assignments as putting an emphasis on the students' selves?

#### Salt Marsh

Sargent Yes, I thought they were. Some of the assignments were, um, for instance, to pick out something about the salt marsh that they themselves were particularly interested in and to make up questions about that topic. Students who were interested in birds could relate to birds in the salt marsh journals. Students interested in plants could choose that. It gave them a personal interest in what they were doing in class. Also, some of the journal writings were about how they felt about various aspects of the conditions in the marsh.

Hardy That's the idea. I'm not a journal writer, so I've always been . . . . I've questioned the value of journals in different classes. They wrote, they seemed to be, uh, it was an important part of the course, they wrote in them and they seemed to enjoy it. As to its value for providing an emphasis on themselves, yes it does. One always has to wrestle with the question of whether that's more valuable than some other activity.

#### Miscellaney

Sargent Yes, I think the journals gave each student an opportunity to think about himself and his reactions to the various questions.

Hardy Well in this class I think that was the case and more pronounced than, say in the salt marsh class. Perhaps because the questions from which the students could choose to comment on in the journal allowed for real free play in response, a real personalized response. They phrased in such a way to the student --what would you do or how would you feel if you were in that situation. So I would say yes, definitely.

4. Were the classes run with the individual in mind?

#### Salt Marsh

Sargent Yes, I think so. In all the projects or assignments that I ob-

served there was room for individual choice or an individual's feelings about that subject or ways of expressing it.

Hardy Yes.

### Miscellaney

Sargent Yes, I think there was usually opportunity for individual expression and needs to be taken care on in the general assignments.

Hardy That seemed to be the case, yes.

Team Teacher's Input to the Question (for Miscellaney course through taped interview):

### Structure continuum

1. Did you see a gradual change from a lot of teacher direction at the beginning of the course to less at the end of the course?

Definitely. We started in a very structured manner, giving the students very few choices of any kind and very gradually we worked to when the students had full control of what they were going to study, what order they were going to put it in. Well, not quite, because there were groups that they could join or not join depending on what they had scheduled for themselves, but more or less they had full control of their schedules. So they really did go from being very directed to very non-directed. The pace that they went from very directed to not very directed was a real individual thing. Some of them moved better to a more directed state more quickly. But there was that general movement.

2. Was there a general uniformity of student activity at the beginning and more variety at the end of the course?

Well in the beginning of the course every student was doing the same thing as every other student. They were all working on journals, or they were all reading, or they were all answering questions, they were all filling out questionnaires, they were all doing the same thing at the same time. And then at the end they were all doing very different things. Occasionally, as I said before, they were grouped together doing similar things, but generally they were much more individual in what they were doing towards the end.

3. Did the teacher talk openly about this change in structure?

When Alice Schleiderer first started the class, the first class,



she talked extremely openly about what she was doing in the model. And I was surprised how well the students took that and how interested they were in the whole thing, and how, uh, I thought that that was very important that she was so open because it really made them interested, it made them feel special and important and they responded very well to that. And throughout the course, whenever a student questioned something, all Alice had to do was go back and explain how that fit into the entire model and that made them understand it better and be much more willing to go along with something that they originally hadn't really wanted to do. So I think the openness was a real important part of its success.

### Human relations skills

1. What is your opinion of how well the teacher listened to what the student was saying?

I learned a lot from looking at you because I was very aware of human relations skills because of our talking about the class before we started it. I was always amazed at how well you were able to, even in times of frustration when a student didn't want to do something or something like that, how you were able to use those skills and really turn the student around, very dramatically in some cases--students who were opposed to writing a certain thing--and your openness and just calm talking about it really enabled them to change their minds about it and go ahead and do something. Those skills that you used really did enable the students to keep on moving towards that self-direction.

I think you definitely listened to the students. As I was wanting to push things ahead sometimes, you really were better able to do that and did that consistently.

2. Did the students seem to feel they were being listened to?

Yes, it's interesting that when you do listen to a student, they add much more. They come out with a one-sentence answer to a question or something. But with active sort of listening, they were able to elaborate on that and really draw some conclusions that they might have missed in their first sentences.

3. Was the classroom a relaxed setting?

Definitely. It was in the library and there were easy chairs around. So just the physical aspect of it was relaxing. With the openness of Alice and the listening and all those things, there wasn't a lot of pressure put on them. There were demands put on them, you know, to have materials with them. But it was all so clear and out in the open that there wasn't any anxiety at all. I never sensed that, never thought that the students felt anything but very comfortable. And it was a difficult group, too, so that

I think that that's. . . . Especially given that, I think it was a very relaxed atmosphere.

4. Later in the course, did it maintain that environment that was relaxed or did it change?

There are always a few. . . . When we would push them a little farther towards self-direction there would always be times when a little tensions would spring up, but would dissolve again very quickly and move on. So I think it was pretty consistently a nice, safe place to be. But there were always moments when things would come up that would create some tension but that would be dissolved.

5. What would you say effected the degree of relaxation?

Well, I think the students knowing you and I very well, they came into the class knowing us and they came into the class knowing not to be nervous about us. So I think that was very important. I think that they knew exactly what was expected of them from beginning to end. We would tell them what was going to be expected of them during that class period, or during that week, or during that phase in the model. So they were always really aware of what was expected of them and I think that's really important for a safe atmosphere, to really have no sense of being unaware of what's going to happen which would sort of set somebody on edge.

I think that the students themselves affected the degree of relaxation because there were several students who could be hostile. Several students were very difficult to work with because in many of the classroom situations they had, they would just refuse to do work, or they would be, uh, they would question or not be able to get started or alot of those things. And with any teacher tension then there would be hostility. But I think because of Alice's ability with human relations skills that she didn't. . .they didn't come into the class feeling any tension or hostility, and therefore were much more willing to do the work and to um. . .and were much more willing to get started on things by themselves because of the safeness they felt with Alice and with the classroom.

6. Did the teacher let the students know what their interpersonal and academic behavior was like in a way that could be accepted by the student?

Yeah, I noticed that because I have trouble doing that. I'm often blaming or irritated. But with Alice's ability to say things clearly what their behavior was without putting a judgment on it, or without being greatly upset, that seemed to help because they were more able to accept and see the ways in which their behavior was wrong and act accordingly or improve upon that. I think that came because of the lack of the blaming sort of thing and anger only when there was definitely anger appropriate.

7. Was the teacher open to feedback herself?

Yes, the students were really surprisingly positive so that if they did get upset, it was often about the subject matter rather than at the teachers themselves. And with calm talk about the purpose for what the subject matter was that would go very well.

As far as being open to feedback, I really can't remember very well. I think if Alice wasn't open to feedback I certainly would have remembered, but she must have been. Either that or it was such a safe environment and they felt secure enough so that there really wasn't much feedback that they wanted to give.

8. How would you describe the teacher's leadership style: authoritarian, democratic, laissez faire, or a combination of all or any of those?

Well, there was certainly all three of those there. The authoritarian Alice and Linda were at the beginning of the course and the laissez faire Linda and Alice were towards the end of the course. But there was always stages of each in all stages. The laissez faire at the end. . .there were still requirements of the students. They were still expected to keep busy although we weren't real pushy about that, I think they felt that expectation and kept very involved right to the end even though they were working on their own. So that, even towards the end, you would say that there was no authoritarianism, it was implicit in some ways. We were very directive in the beginning. Everything was directed. And in the end the very schedules they set up for themselves were in a way the direction. So I suppose that all three of those qualities were throughout the time. It's just that the authoritarian aspects lessened as the time went along and the democratic or laissez faire sort of things increased as the course went along.

9. How did students respond to the teacher's leadership?

They were very comfortable with it in the beginning. And they were very comfortable with the lack of it in the end. I think that they moved along quite well that way. There were some times that they got upset about a certain writing assignment. We did a lot of. . . alot of our writing assignments were about, sort of, as Alice would say, sense of self, developing a sense of self, subjects which would help them get to know themselves better. And occasionally when one hit them that was too emotional for them, they would object or if they didn't have a choice that they would find they might object. Whenever there was a disagreement or an objection to the material for the day, it was talked about so that the leadership was the redirecting, the sort of re-explaining and then helping them to get down to work. That was the kind of direction.

One interesting moment in the students responding to teacher lead-



ership was the first time we set them forth with their schedules. There was absolute silence in the room and they were completely self-directed for the whole period. Alice and I could have disappeared completely and things would have kept on going. In fact we did leave the classroom, at least neither of us was there all the time, ever, after that. It became very easy and I think that they responded to our lack of leadership. That's what surprised me. And later on, when I used a similar sort of model for another class, I was continually surprised like that. By the time they got to where the teacher was trying very hard to use lack of leadership, they responded amazingly. And when they had made up their own contracts, they just went right ahead on them. That was a real surprise to me. I didn't expect that. I expected there to be a more difficult transition. And I think that's really quite remarkable given this group of students who really normally needed a lot of direction and in other classes had been hostile.

10. Did the teacher draw out quiet members?

In that particular class there weren't very many quiet members. However, yes, there were. There was Cathy and I do remember. . . . Yeah, definitely. Especially in talking about the literature, by using active listening and sometimes just simple direct questions and she was able to allow the quiet ones to talk. There was Cathy and Wuffle both I suppose would be the quietest members of that class, and they did their share of talking.

11. Was she clear in giving directions?

Very. Very clear. And repeated directions, when that was necessary. And that was another thing, that directions, as they got used to the model, there was less and less time given to giving directions. And they sort of got used to the routine and just sort of moved from one thing into another with very little direction time. But in the beginning there was a lot of direction giving and it was clear and done until all students were fully aware of what was going on.

12. Did she encourage individuals to use unique talents?

Towards the end we did more of that. The way we did more of that was that we used. . . actually I think we encouraged the students to make sure that their contracts were filled with things that they liked doing as well as that they needed help doing. And I think that it was real important to include those things that they really enjoyed doing, the things that they did well; so that they would feel good about part of their contract and have to work hard on things that they were weak at in the other, so that they were balanced off, so that we didn't just concentrate on weaknesses. I don't know if you would call that special talents, but. . . . Another way that we did it was in journal topics. We talked about



their interests. We used their interests in having them write in their journals. So that when somebody's writing about something that they're interested in, it's much easier to write. So, we definitely used their interests to help them with their learning. Talents. . . it was difficult because the class itself was not a talented English class. It was a class of students who had difficulties with English, rather than one with students who were good in English. So, it was not where they were talented, the field of English was not where they were talented. But we did allow them to talk about the things that they were better in in their writing and pursue interests in their reading.

13. Was she supportive in her behavior?

Definitely. That was true all the way through. Giving students real positive feedback, and uh, being very interested in the things that the students were reading, and talking about what they were reading in a really supportive way, finding out in class every day how much they had done and really congratulating them on the work that they had done. And being slightly censoring if they hadn't done anything, but not in a . . . not being antagonistic or angry, but a real supportive way of being disappointed.

14. Was the group sensitive to the individual?

Certain members of the group were not sensitive to individuals. But the group as a whole was quite sensitive. And, um, if, for instance Steve Bakula, who was very insensitive, that was indeed censored by the group as a whole, as well as the teacher. So that I don't think that any students really suffered or were the brunt of the group at any time.

15. Was there much competition in the sense that we very often find in classrooms?

No, there really wasn't any competition at all because the students were never pitted against each other in anyway. The only slight would be the number of books the student had read, but that was never. . . . A student was encouraged on the basis of what they could do. If they were good readers, then, um, if they had read four books that would have been considered not enough for them. But when some of the slower students who had a lot of trouble reading, even reading one book was considered a good step. I think that was really important in the success of the class to take each student where they were, so that they didn't feel badly about themselves as a result of what they did do.

16. Did the individual get a say in group goals?

Well, when we were, let's see. . . . The students at times would chose the amount, or would agree with an amount that they had to

get read by a certain time. They would set their own goals for finishing a book. You know. . ., "Do you think we can get this done by Friday?" And then another student might say, "I can't, I know I can't." "Well, how do other people feel?" "Well, maybe if I try harder I can get it done by Friday." That sort of thing. Sort of working out a common goal. They did set goals for themselves in that way. The individual was definitely heard. And that was one way that they acted well as a group and weren't put down by others. And their own abilities, when we had a group goal, were taken into consideration.

17. Was consensus used for making group decisions?

I really can't remember about consensus being used to make group decision. Um, in the beginning things were so directed, that there was maybe some consensus in what we read or setting goals. That sort of thing. But really very little on the whole. In the whole format, when we did get on. . ., when we started working on contracts, the whole idea of the contract was like a consensus decision. Although Alice and I had sort of already made the decision, we did bring it up and talk about it and there was definitely the full agreement of the group to go ahead and start working on a contractual basis for the individuals. But I really, um, I would have remembered if it had been real authoritarian, without any consensus towards the end, so I'm pretty sure it was that way. But I really don't remember real clearly.

18. Did students get independence and responsibility?

Towards the end they definitely did get both independence, uh, to set up their own contracts and to contract with themselves to spend a certain amount of time with that. But as they were going along and getting more and more independent about their work, they had to take up the responsibility, too, in order to carry it out. So the independence necessitated the responsibility, and the responsibility necessitated the independence.

19. Were there group activities which built group cohesion through cooperation?

Um, that happened towards the end, when we were working in groups on speed writing, and in. . ., there were other groups on spelling. There were lots of different little groups that were working simultaneously during the contract sort of time. But they met for such a brief period of time that it was hard to see a real cohesion built up. But the whole group itself, working together, there was cohesion in the group. A real mutual concern for each other and how the other person was doing. That sort of group cohesion developed. But within the group, the group was small enough so that the small individual groups within that group didn't build cohesions because there really wasn't enough time within any group activity

to allow that to happen.

20. Was the classroom a safe environment so feelings and opinions were expressed frankly and freely?

Yes, that definitely did happen as I said before. The safeness of the environment, and the openness of the teachers, and the encouragement for talking, definitely made it a place where opinions could be expressed frankly and freely, and where opinions were expressed frankly and freely.

21. Did the student easily ask questions for clarification, etc.?

Yeah, the students were real open and whenever they had any slightest question about what was going on, whenever they challenged the model in any way, there was definitely an openness in those questions. And they were responded to very honestly.

22. Was the teacher sensitive to the needs of individuals as demonstrated through their non-verbal communication?

Yes. I remember that definitely with Marc, who, when anything threatened him in the least little way, you could just see all over his body that he was either going to refuse to do it, or he was going to sulk, or he was not going to get going on it at all. And I think that that was read clearly by both Alice and I, and there were ways which we developed to be able to help him out, by making other suggestions for things he could work on, or set up a situation where he could work more comfortably, that sort of thing. Each student had, of course, their own ways of showing their anxieties and frustration. So that in the very knowing of the students well, we were able to respond to their non-verbal communication. And the non-verbal communication was definitely there, there were times when we certainly felt that, and in that it was a small group could respond to it.

### Emphasis on the Individual

1. Did the teacher pay attention to and provide time for individuals?

There was definitely an ability to do that in this particular class because there were two teachers, so that while one was overseeing the whole thing, the other could go to an individual who needed help, and deal with that individual. And especially, I think that happens in any model like that where a class moves from a very group sort of thing to an individual sort of thing. Then the students have contracts and they're working on their own and they have things set up for themselves to do. That frees up the teacher and they're no longer the authoritarian who walks around and tells people what to do. But they're the person who can go around and help the student do what the student wants to do.



2. Did the class activities involve students in individual activities?

Towards the end the students were working entirely on their own, with a few group activities involved. They had to balance. They were working with a group for a while, but then on their own. But, the miraculous thing was that they really did organize their own time. They really did set up their contracts and they really did go from thing to thing as soon as it was brought to their attention that a certain time period had elapsed, they would move right on to the next thing. And it was almost like they had a joy in checking things off the list. You know, "That's done, now I go on to the next thing. Oh, I've done that, now it's time to finish up the final thing." So that they really were able to work very independently towards the end.

3. Do you see the journal assignments as putting an emphasis on the students' selves?

The journal assignments we very carefully calculated with the idea in mind that they would make the students discover more about themselves. Some of the journal assignments we did were things like: Describe a time when you were very afraid, or, If your parents had their way, what sort of person would they want you to be? What would you like? what would you do or not do if your parents had their way?, or, Describe an animal which was particularly dear to you. The journal topics were carefully calculated to make sure that students were looking at themselves as people and becoming more aware of ways that they were vulnerable, ways that they, you know, values that had, feelings that they had, like the feeling of, uh, love for an animal, calculated to do that so that they would become more aware of themselves as people which is real necessary in Alice's sort of concept of sense of self to be able to move from a real life of who you are and to be able to act on that in your own life.

4. Were the classes run with the individual in mind?

The group and the individual in mind. It moved towards the individual towards the end; but when the class was being run at the beginning, it was a group of individuals. You know, you had the group in mind as a whole, but constantly working toward that end of making that student better able to work by themselves.



Question No. 2Did the Students Learn the Course Material?

answered by:

- student questionnaires
- teacher evaluation

Student Input to the QuestionQuestionnaire No. 2

Looking back over your journal, what do you discover?

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Miscellaney

- H. It is a lot easier to write now.
- W. Not so many spelling mistakes, my writing is neater.
- C. I discover that I can write better now.
- T. I completed more things towards the end. My writing has improved and, more importantly, my confidence has improved.
- M. The spelling and neatness is better.
- M. I discovered a lot of misspelled words. I think I'm getting the knack of getting my thoughts and ideas down on paper and arrange them to make a story.
- D. I discover that I like the way I word my sentences, in that way my writing changed.

Salt Marsh

- L. At the beginning of the class I knew nothing about the marsh and now I know some of the birds and plants.
- D. Now if I wrote a description of the marsh I would be much more serious in my writing.
- N. Now I know more about a salt marsh than I did before.
- C. It's mindblowing. I've really learned alot about the marsh in this class.

- K. I didn't know much about the marsh in the beginning of the year and now I know quite alot about it.
- S. Now I know alot more details about the marsh, much more about plants and animals.
- Y. no questionnaire
- H. I've answered my questions about the marsh. Now I think it is an important part of the environment around me.

What have you accomplished so far with regard to course performance?

### Miscellaney

- H. I think I have accomplished alot because I can write better.
- W. I've begun to read a little faster and to understand what I read. I've been learning the spelling rules.
- C. I can write better on just about any subject.
- T. A good deal of reading. Not as much writing as I am capable of.
- M. I think I had more development.
- M. I've accomplished better writing and reading skills.
- D. I just don't have my heart into my school work because I am always worried about things lately.

### Salt Marsh

- L. I don't feel I learned about the plants and birds to remember for a lifetime.
- D. I've learned an awful lot of information on plants and animals.
- N. Learned about the marsh, the things that are happening to it, and plants and animals.
- C. no answer
- K. I've learned alot about plants, animals, spring tides, and how fish grow.
- S. I've learned pretty much.

- Y. no questionnaire
- H. I've accomplished what I've been asked to.

### Questionnaire No. 3

Evaluate the amount of learning you did in this course.

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#### Miscellaney

- H. had left school
- W. I think I learned alot about spelling, how to read faster and how to get the meaning from what I read.
- C. I learned alot by writing in the journals because you learn about yourself, and at the same time, it is improving your writing.
- T. no questionnaire
- M. My speed increased alot in reading. I never thought there was so much in books but I was wrong. I like writing now and write to my friends back home and I never did before. I like English now.
- M. I think I've improved a good deal in my reading and writing.
- D. Since the beginning of this class I've learned to improve the way I express myself, both in writing and speaking out in class.

#### Salt Marsh

- L. I feel that I learned some interesting facts and we learned the purpose and the importance of the salt marsh and the reasons for preserving it.
- D. I feel I learned a good amount of information in this class: plants and animal identification, origin of the marsh, etc.
- N. I did learn alot.
- C. no answer
- K. no answer
- S. I learned alot about the plants and animals, the history, and the way the salt marsh was formed.

- Y. At the beginning of this course I had many questions about the marsh. But along the way they have all been answered. I have learned about the various plants and animals that live there, the marsh's importance, the damage done to it by industry, some history of the marsh, and much more.
- H. I feel that I learned much in this class but I also feel I would have learned alot more if I pushed myself more than I did.

### Teacher Input on the Question:

### Evaluations of students' course work

### Miscellaney

- H. kept up her reading and willingly participated in class activities, though she tended to write journal assignments as briefly as possible. A cheerful member to have in class. Her reading and writing is definitely improving, although still not up to age level. She was much more willing to write this term than last and doing a much better job. She is writing longer and in more depth, with more expression of self. She left school before the term's end. 2/3 credit.
- W. read seven books and was very cooperative in class. She is an enthusiastic reader and a regular participant in discussions. She showed tremendous improvement in her writing, though she still needs work in that area. She put her feelings into her writing throughout the course which became much clearer at the end. She was also writing longer, in less garbled manner, and with much more ease. She is improving in her inferential reading.
- C. read four books and began to think more seriously about her writing. She is beginning to develop a more complex form of writing and going beyond the mere minimal. Her writing improved in depth, length, and organization. She tends to express her feelings through humor in her writing. She is a very cooperative class member. Her reading is sound, with good inferential understanding. With a basic underlying structure, Cathy can work without supervision.
- T. read five books and he took his writing seriously which now comes more readily. He has begun to see writing style and to work on variations. He has shown distinct improvement in speed, depth, and organization. He used to be painfully slow in writing, but over the course of this class, has built both speed and self-confidence. He is, however, still easily distracted. His reading shows good comprehension. He still needs someone to start him off



and keep him at writing. This year has been full of great strides for Tim.

- M. read only a portion of a book but did show definite improvement in writing. During the second quarter of class he showed an improvement in class involvement by doing more than just the minimum. There was a big improvement from disjointed work to writing with better spelling and much clearer organization. His writing took on a completely new appearance--it went from sloppy and brief to tidy and in much more depth. However, he did no work outside of class. 1/2 credit.
- M. read 2-1/2 books and was enthusiastic at the beginning of the class, keeping up with the reading. But once he fell behind, he seemed to lose heart and his reading fell off. Writing showed a big improvement: it was more mature, he wrote more easily, with greater depth and clarity, and with fewer spelling problems. Marc also made an improvement in getting started and finishing what he began.
- D. read six books and showed good comprehension and ability in inferential reading. She has sufficient speed in reading and her writing is clear, if somewhat conversational in tone. Work still needed in spelling. She did some very expressive writing and worked hard on punctuation. All in all, an enthusiastic class member.

#### Salt Marsh

- L. came into the class knowing nothing at all about the salt marsh. She gained quite a bit from that point over the course of the term. But she does all her work in the quickest possible way which tends to leave it somewhat lacking in depth. She did her project with the minimum of work and not with a lot of self-confidence, though she used her time at the library well. She met the basic course requirements.
- D. did a fine job in this class. She absorbed information readily and clearly showed a good understanding of the course material in her writing. She has a good grasp of the importance of the marsh and how it works. Her project on birds was done quite well. She and her partner got down to work immediately and worked well in each class period and at home. They turned in a fine piece of work and were quite self-directed.
- N. worked very hard in this class with worthwhile results. She became familiar with both plants and animals found in the marsh, took careful notes during class, and turned in a carefully done project. She has a general understanding of the importance of the marsh. Nancy always paid attention in class and when she understood the day's instructions she proved very capable of working on her own.

- C. seemed to enjoy this class and did a fair amount of reading beyond what was required. He joined all the activities but had difficulty with any assignment that was written. His writing, however, did improve over the course of the term. He is very willing and cooperative in class. The project which he did with a partner was almost turned in on time and was interesting to read. Chris fulfilled the course requirements, learned the basic material, and was enjoyable to have in class.
- K. seemed to enjoy this class. She worked quickly on her assignments (which tended to make some of them a bit brief). She took part in all class activities enthusiastically and did her work promptly. She has a general grasp on the importance and contents of the marsh but might prove a bit weak in some specifics. She finished her project on marsh birds early, using both time in class and at home well. Though the project was somewhat brief, it was nicely done and complete.
- S. seemed to have gained a good amount of information in this course. She quickly understands important concepts but seems to be afraid of learning details. She understood the course material and only lacks in self-confidence. She is slowly growing in this area, but still needs to work on her level of self-direction. She is enjoyable to have in class. Though interesting to read, she and her partner turned their project in late. They interviewed a local woman whose family dated back to the shipbuilding days on the marshes for their project on the historical uses of the marsh. An important accomplishment for both.
- Y. did a very fine job in this class. Her journal work was good, she did the class assignments well, and she seems to have a good understanding of the marsh's importance and contents. She worked well with her partner on their project, using their time well and working with their one direction. She works well on her own and did a good job in this course.
- H. was an enthusiastic and interested member of the class. She met the requirements of the course except for turning in her project. She has a good understanding of the major concepts covered in the course, and carried out all her class assignments well. Her leadership qualities proved to be of distinct benefit to the class.
- 3/4 credit.

Question No. 3Did the Students Develop in the Area of Self-Direction

answered by:

- student questionnaires
- outside observers
- team teacher
- teacher evaluation

Student Input on the Question

## Questionnaire No. 1

Do you understand the  
term "self-direction"?Are you interested in  
increasing yours?Miscellaney

H.	Yes (minimally)	Yes and no. I like being unself-directed because you have more fun, but it would be a lot better for me if I were self-directed.
W.	Yes	Yes
C.	Yes	Yes
T.	Yes	Yes
M.	Yes	Yes
M.	Yes	Yes
D.	Yes	Yes

Salt Marsh

L.	Yes	Yes
D.	Yes	No, I don't like to work by myself that much.
N.	Yes	Yes
C.	Yes	Yes

K.	Yes	Yes
S.	Yes	Yes
Y.	Yes	Yes
H.	no questionnaire (joined class late)	

Do you work best in class when the teacher:

- A. gives specific assignments and tells students what to work on?
- B. presents materials and a few choices to work on for that day?
- C. gives general directions and you work on your own activity?
- D. is around to answer questions or give advice and you work completely on your own?

#### Miscellaney

- H. A
- W. B
- C. B
- T. start at A, end at C.
- M. B
- M. B
- D. B

#### Salt Marsh

- L. C
- D. B
- N. C and D not sure. But will try both.
- C. D. I'm used to it.
- K. B
- S. It depends on what kind of class it is. If the class were math I'd choose "D". For Salt Marsh I don't know.
- Y. D
- H. no questionnaire (joined class late)

Students rated their own past behavior on 20 questions in the last section of this questionnaire. Below is their average self-rating in self-directed behavior on a scale of 1 to 4. (One signifies the most self-directed and four signifies the least.)



Miscellaney

H. 2.3

W. 2.9

C. 2.6

T. 2.3

M. 2.6

M. 3.0

D. 2.0

Salt Marsh

L. 2.3

D. 2.2

N. 2.0

C. 2.1

K. 1.7

S. 2.2

Y. 2.0

H. no questionnaire

## Questionnaire No. 2

What have you accomplished so far in developing self-direction?

---

Miscellaney

H. I'm not mature enough to look at myself and make myself work.

W. I am learning more self-direction in reading faster, but I need more help.

C. no answer

T. I am definitely more self-directed. For the first time I don't hate English class.

M. I think I had little self-direction at first.

M. I get off track too easily.

D. My self-direction in this class is very, very poor.

Salt Marsh

L. no answer

D. I haven't done much in self-direction and would like to work on that more during the projects we're going to do.

- N. no answer
- C. I've learned alot about self-direction seeing that I hardly wrote down anything about plants and everybody else wrote alot.
- K. no answer
- S. I don't feel much more self-directed.
- Y. no questionnaire
- H. I haven't done too much due to my job and time limitations.

---

Do you like less teacher direction?

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- H. Yes, most of the time. But when it comes to reading I don't do too well.
- W. Yes, I do.
- C. I do like it and I can work better than way.
- T. Yes.
- M. no answer
- M. By the time I get myself down to work I only have a few minutes left to get anything done.
- D. no answer

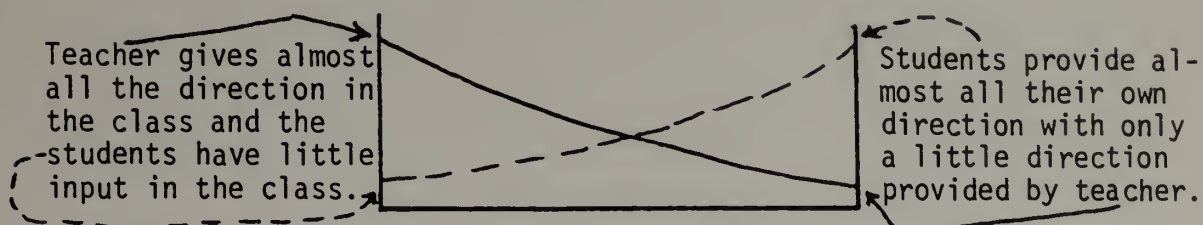
Salt Marsh

- L. I feel that it is good to have students try to work things out on their own. It's very helpful in my case.
- D. I think the timing of less direction is good.
- N. Yes.
- C. It doesn't make any difference. Maybe my work is not done as thoroughly as before.
- K. Yes, I like it because it gets you ready for college. I get my work done just about every day.
- S. Yes, I can get my work done.

Y. no questionnaire

H. When we started out she was a little more easy, but now she is a little harder and trying to push us to learn more which I think is they way it should be.

### Questionnaire No. 3

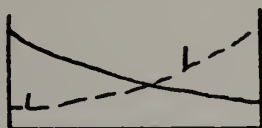


At the beginning of the class, where were you on this scale? Where are you now?

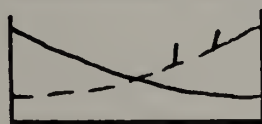
#### Miscellaney

H. (Had left school)

W.

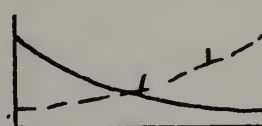


C.

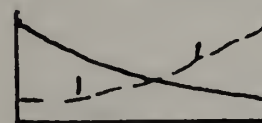


T. No questionnaire

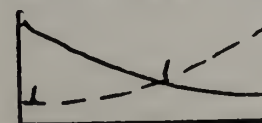
M.



M.

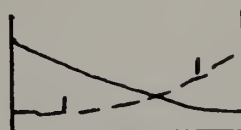


D.

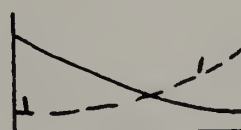


#### Salt Marsh

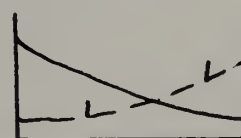
L.



D.



N.



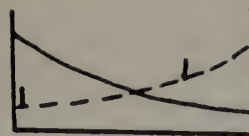
C.



K.

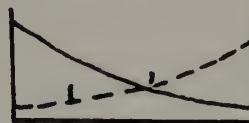


S.



Y. no questionnaire.

H.




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Please describe how you are self-directed (if you are) and how you still need the teacher's direction.

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### Miscellaney

- H. Had left school
- W. I need the teacher's help to get a start in my spelling. I don't need as much help in my work as at the beginning.
- C. I always know I am supposed to go on to the next activity. I don't need much teacher-direction except for a topic to write about.
- T. no questionnaire
- M. I am now pretty much self-directed. I still need help in spelling.
- M. I'm not totally self-directed. I have a hard time getting down to work and I need the teachers' help. But when I get going I can follow through if I don't get side tracked.
- D. I don't need to be pushed into doing my journal or to read but as far as spelling and punctuation I need a good shove.

---

Describe in what ways you have changed (if you have) since the beginning of the course.

---

### Miscellaney

- H. Had left school



- W. I have become more self-directed in the last term.
- C. I don't think that I have changed much.
- T. no questionnaire
- M. no answer
- M. I think I've improved a good deal in my reading and writing.
- D. I have learned to improve the way I express myself, both in writing and speaking out in class.
- 

Describe ways you are self-directed.

---

Salt Marsh

- L. I can do what's expected of me if I'm in the mood for it.
- D. I can do things on my own pretty much. Fooling around in class doesn't tempt me that much.
- N. Working more on my own.
- C. We almost got our reports done on time and we found our way across the marsh.
- K. When I come to class I just sit down and most of the time know what to do.
- S. I don't know.
- Y. no questionnaire
- H. In class discussions and field classes.
- 

Describe ways you are not self-directed.

---

Salt Marsh

- L. I get confused and need help when I'm not in the mood and have things on my mind.
- D. Sometimes it's hard for me to get started and concentrate.

- N. Need teacher for giving instructions, answering questions, help in getting information and at the beginning of the project.
- C. I need direction in getting things done on time.
- K. When I have questions about something I don't know.
- S. I need the teacher to help me understand stuff I can't find in books.
- Y. no questionnaire
- H. I need to be pushed to do homework.

Do you think the class as a whole became more self-directed?

### Salt Marsh

- L. I think we were as self-directed as could be expected because most of us are new this year at Tatnic and we're not used to directing ourselves.
- D. I don't think the class as a whole became very self-directed. People still needed help on projects.
- N. I became self-directed; more dependent on myself, not so much on the teacher.
- C. Well, yes, because we sort of got everything done.
- K. Yes. We would just sit down and get to work on our report without having to be told.
- S. I think everyone in the class became a little more self-directed.
- Y. No questionnaire
- H. Yes, the class became more self-directed. Everyone working on their projects is a good example.

Would you have preferred teacher direction all through the course?  
Less teacher direction and more time to work on your own?

### Salt Marsh

- L. It's important to let the students have some self-direction. The class was directed well.
- D. The amount of teacher direction was perfect for me.
- N. Enough teacher direction, I wish we could have worked individually sooner (with help from the teacher).
- C. I liked the way you taught it.
- K. No. No. I wouldn't have been able to get as much done if you didn't help out at the beginning and let us out outward more and more every class so at the end we were self-directed. That was the first time that I wasn't told by a teacher what to do every day.
- S. I like the idea of less teacher direction in the end.
- Y. No questionnaire
- H. I like the way the class was handled and would not change it.

Outside Observers' Input to the Question (through taped interviews):

- 1. Did students need a lot of direction at the beginning of the course?

Salt Marsh

Sargent Well, I didn't know the students individually well enough to be able to evaluate that. At the beginning of the course the teacher gave more specific instructions and they accepted the directions well.

Hardy Looking at that group of kids, I would say most definitely. And not that they were atypical, either. But they knew very little about the salt marsh. Some, as I said earlier, were quite shy, and I think it would have been disastrous to assume that they could be independent at the outset.

Miscellaney

Sargent It appeared to me that they were all working very well at the end of the course because they all had chosen reading material or writing assignments that they were working on individually; some of them not even right in the classroom. Whereas at the beginning of the course, the class time was quite structured with the teachers asking very specific questions for their journal assignments. And the silent reading material in that first class was provided by the teachers and handed directly to

each student and they all read the same story.

Hardy Yes, they did; this particular set of students especially.

2. Were the students able to work on their own material at the end of the course?

Salt Marsh

Sargent Yes. The students were all working on individual reports with the exception of two who kept asking a lot of questions of the teacher in order to figure out how to finalize their report for their project. The others were all working on their own and seemed to know pretty much what they were doing. They got their own materials together and were writing up their reports.

Hardy Yes. In fact, that surprised me a little bit. That second class that I observed the students were pretty much spread out through the room and, in fact, upstairs and downstairs. And I began to wonder exactly how productive their efforts would be when they were not in the direct presence of the teacher. I went upstairs to check on one boy and in fact he was working away with the typewriter. And I checked on another one who was in another part of the house, I forget whether it was the library or where, but that student was also being productive. So, yes, I'd say students were able to work on their own very well.

Miscellaney

Sargent [Was not asked this question as she had answered in No. 1.]

Hardy They were all able to work on their own material, but that doesn't mean that they were able to do it to the same degree. Some students were able to work on their own material and make the choices for that material themselves. Others still required the teacher to provide some boundaries and some choices, and with those boundaries and choices established, the student could proceed on his or her own. So there was some degree of difference among the abilities of the students in that regard.

3. Did students improve in their ability to work on their own?

Salt Marsh

Sargent Yes. At the beginning of the course the teacher had the class time pretty well structured in giving directions and asking for responses from the students and at the end of the course the students were working on their own for the whole time.



Hardy Well, I don't think they could have exhibited that kind of behavior in the beginning. You have to make an assumption on that, sometimes. But knowing those kids and remembering their queries about the course and their doubts about it, I can't believe that they would have been able to do that at the beginning.

#### Miscellaney

Sargent Yes.

Hardy Yes, I'd say certainly a very healthy majority improved. It was obvious to me, it seemed obvious, that several students were having real difficulty working on their own at the end of the course.

4. Did students choose a topic of interest to them and follow it?

#### Salt Marsh

Sargent Well, I believe they did in choosing their individual projects at the end. Even in the first class the teacher presented some information and each student could choose specifically what each one wanted to look at in the marsh.

Hardy Yes, and there were an interesting variety of topics.

#### Miscellaney

Sargent Well, I'm not sure how they chose the reading material toward the end, but I believe that the teachers presented a range of, or selection of books and let them choose what they wanted to read after describing each book.

Hardy Yes, they did. Some made that choice very easily, and others need more suggestions and assistance from the teacher in order to determine what it was that they were going to study.

5. Would they have been able to do so at the beginning of the course?

#### Salt Marsh

Sargent [Was not asked because she did not know the students well enough.]

Hardy Some might have been able to, but most the students I don't think. . . . Well, some perhaps could have, but most could not have, and most could not have done it very successfully, even though they had been able to carry it off to some degree.

#### Miscellaney

Sargent [Was not asked.]

Hardy No, I don't think so. Oh, one or two might have been able to to some degree. No, I think that the transition that the teachers established was quite essential for that to happen.

6. Were the students able to evaluate their own work?

Salt Marsh

Sargent Well, the teacher asked them to fill out evaluation questions toward the end of the course. They all did it, some with more difficulty than others.

Hardy To a certain degree. I think self-evaluation is even more difficult than self-direction, although one might say that evaluation is part of self-direction. But I think that some of the kids can be independent and still have difficulty with evaluation. But they struggled with it, and I think gained in that ability.

Miscellaney

Sargent I didn't see them actually in the process of doing any evaluation in that course. But I think for their speed reading and writing and their spelling (some of them were working on spelling), they could see their progress and see what they were doing.

Hardy They were able to evaluate to some degree. In fact, I think they can all evaluate, but not all were able to take that evaluation and then change their own behavior. But in terms of the evaluation part of that process, yes, I think they made strides.

7. Were the students enthusiastic in their pursuit of knowledge in the course?

Salt Marsh

Sargent Yes, I think that you could say that most of them were. I remember in one class the teacher presented a number of books with information about the salt marsh and there was quite a lot of enthusiasm when the students were asked to choose one of the books to take and read. Some wanted to take the books home because they got so interested in the subject.

Hardy Yes, extremely.

Miscellaney

Sargent Yes, it seemed to me that they definitely realized that these were skills that they needed and that they needed to improve and they were anxious to work on them and to be able to write and spell better, to read faster.

Hardy Yes, I think so. I'm just trying to be relative in this. This was an English class, and for an English class, I would say they were extremely enthusiastic. Several of the students, I mean for them to sit in the class and participate, and to do as well as they did, I think is a miracle.

Team Teacher's Input to the Question (for Miscellaney course through taped interview):

1. Did students need a lot of direction at the beginning of the course?

The students both needed and got a lot of direction. The course was set up so that every movement was planned for them. Within that structure they moved right along like a bunch of sheep being herded from one activity to another. I think they needed that much direction. Maybe not. Actually, maybe we gave them a little more direction than they needed at the first. But that setting up of a pattern helped them to become less directed later on because the pattern was so well set that they could find their own direction in it better later on. So, I think that there was a lot of direction and that they needed a lot of direction, and they may even have had a little more than they needed.

2. Were students able to work on their own material at the end of the course?

Toward the end of the course they worked entirely on what they had chosen to work on. There were some little, mini-courses offered in things like slepping, and speed writing, and other sorts of English skill tyle areas. And they worked in those. Otherwise they were working on things they had chosen to do, reading a play, any sort of chosen reading matter than they wanted to do, a real combination of what they wanted to do and what they thought was good for them to do. And so that they were choosing everything that they did in themselves.

3. Did students improve in their ability to work on their own?

The students definitely improved in their ability to work on their own. If we had given them contracts to work out at the beginning, it would have been disasterous. I tried that with one class in a

junior high school and the students were totally unable to not only make up contracts, they were totally unable to organize their time. They really needed the structure to begin working toward that ability to plan their own time. And that definitely happened in this class. They started in a very structured situation and that structure that we gave them enabled them to be able to structure their own time later on. It was like a pattern that was set for them and then they could take that pattern and put the things that they needed and wanted to learn in that pattern. So that they were able to go by themselves.

4. Did students choose a topic of interest to them and follow it?

They chose not only topics that were of interest to themselves. That wouldn't have been as remarkable. They chose also things that they knew they needed, that's what really surprised me. When they had the freedom to choose, if they knew they were weak in spelling, they would choose working with a spelling group. And that was completely their own choice. They could have decided that they shouldn't do that at all, that they didn't really want to spend their time doing that. So that the choice was really remarkable when you think about it, that they could choose some things that they were interested in, and they did choose some things that they were interested in, but they also chose things that they needed help in.

5. Would they have been able to do so at the beginning of the course?

Definitely not. I think that by then a group sort of sense of what was happening, sort of, um, a sense that they were not only doing things that they enjoyed doing, but things that they felt good because they were trying to remedy their weaknesses sort of took over. Whereas in the beginning, they would have been a little bit anxious and would do anything to avoid the places that they were weak.

6. Were students able to evaluate their own work?

Oh, yeah, I think that they definitely did that. I think that. . . and they were cheerfully willing to evaluate their own work. Because of the lack of competition between the students, they weren't being pitted against someone else, they weren't getting a D as opposed to an A. So that, in evaluating their own work, they were able to look at their weaknesses and at their strengths without having anxiety involved in it.

7. Were students enthusiastic in their pursuit of knowledge in the course?

I think generally that they were. They were enthusiastic about the reading. They were enthusiastic about the contract, they really enjoyed being able to get off on their own and start doing things that they wanted to do or felt they should do.



## Teacher's Input on the Question:

### Evaluations of students' growth in self-direction

#### Miscellaney

- H. has a very honest view of herself at the beginning of the course-- she liked not being self-directed, but she knew it would be better for her if she became self-directed. Heather left school just as the class was beginning its contract work so she did not get the opportunity to work less independently. However, she clearly expressed the desire to work on the English skills in which she needed help. This desire in itself marked a growth in self-direction for Heather. Growth in this area was further shown by her direct request for distinct teacher direction in daily assignments. Recognition of the need for direction was an important step for Heather in her taking a hold of her own learning.
- W. was eager and cooperative in class activities. She worked hard on her own weak areas in English. With daily assignments, she worked well on her own in the last stage of the course. She worked to improve her own self-direction and made progress in this area. While she still needed the teacher's general instructions at the beginning of each class, at the end of the course she was beginning to recognize some of her own errors and thus needed less attention from the teacher. She became completely self-directed in reading on her own. She recognized her continued need for teacher direction in working on writing skills and she was eager to improve in this area.
- C. was interested in the class and was a willing member of the group. She liked the decreasing amount of teacher direction and increasing amount of student direction. With the underlying structure in the fourth stage she worked easily and well on her own, once she got started on the day's activities. However, she did not exhibit any initiative in creating her own criting topics but continued to rely on the teacher for these.
- T. saw developing his own self-direction as a challenge. He was also determined to improve his writing. This course was the first time he chose to sit alone in order to work on his writing. This had a tremendous effect on his work. It also was the first time he displayed the ability to carry out assignments thoroughly. While he did not reach the point of consistent, complete follow through in his writing, he made notable improvement in his self-direction, nonetheless. Over the course of the term, he took on improving his English skills as his own responsibility rather than something to try to get out of doing.
- M. did just the minimal work at the beginning of the course. But with attention and support, he began to change his behavior and took

more interest in writing. His journal writing started out messy, garbled, and brief. As his attitude changed his writing became quite tidy and increased in length. He wanted to keep his journal so that he could continue to write in it at home. He even switched from an easy chair one day so that he could write more easily. While he did no reading at home, the class structure and attention helped him to work for the first time in class. He was a far cry from self-direction at the end of the course, but he had made tremendous strides in getting involved in class work, and in developing an attitude that could lead toward self-direction.

- M. had fewer of his stubborn responses to work in English in this course than he has had in any previous English class. He made some big plunges into individual and creative work. While he still needs teacher provided structure, with sensitive directing he can do very creative work on his own. He made big improvements in starting and finishing his work.
- D. was interested in class, read alot, and always joined in class discussions. While she liked the attention and direction from the teacher, she did begin to work successfully on her own in the last stage of the course when specific instructions were given at the beginning of class.

#### Salt Marsh

- L. saw herself in the first questionnaire as far more self-directed than her actual behavior indicated. Later in the course she re-assessed her ability in this area, recognizing how her moods would interfere with her work and how her inexperience with directing her own learning made it difficult. Lissa struggled with wanting to do things on her own but not knowing what to do or how to do it. She was a very active young person with little patience and less inclination to work for any length of time on one topic. Thus her assignments were usually done quickly with accompanying brevity and lack of depth. She needed considerable instruction during the beginning stages of the course. As the term progressed, she began to show more patience in her writing and her written work became fuller. By the end of the course she needed less teacher direction, though she still needed a clear structure provided in order to get work done. She seemed calmer and more settled as a member of the group by the latter portion of the term.
- D. was hesitant at the beginning of the course to work on developing self direction. Over the course of the term, however, she gradually increased in her ability to work independently and by the end of the course, was working quite well on her own. She fulfilled all the class assignments in depth during the early stages of the course. As more independence was allowed and encouraged, she worked out a plan with another student for their project and proceeded in following it every day in class and at home in the even-

ings during the fourth stage of the course. She approached her work with seriousness and developed a creative project. She made distinct progress in developing her own self-directed learning.

- N. started the course needing a great deal of direction from the teacher. She followed every assignment to the letter and took exacting notes in the classroom and in the marsh. As the term progressed and students were encouraged to work on their own, she slowly began to provide some of her own direction. She developed a project idea which she faithfully worked on in class and at home. Nancy did well working on her own once she had a very clear and easily understood structure. At the beginning of the course this meant that the teacher was needed in this capacity. At the end of the course she was providing her own structure through her project.
- C. was an interested, cooperative class member, and had an unusual mixture of capabilities. On one hand, he is not too sure of himself in some ways and would ask permission to do things that other students would automatically do on their own. Yet, on the other hand, when he developed an interest in a topic, he would pursue it on his own with no hesitation. He was well liked by all the students for his innocent, loveable qualities. He had difficulty physically writing and his written work was extremely difficult to decipher. Hence he would write as little as possible. But on the second questionnaire he indicated that since others seemed more self-directed in getting information down on paper, he would work in this area himself. He did so, in fact, and his amount of written work improved measureably from that point. He and another student worked together on the independent project, successfully completing it, if somewhat late.
- K. came to the class quite willing to increase her own self-direction, for as she phrased it: "I always do things that other people want to do." She was enthusiastic in learning about the salt marsh, although not particularly academically inclined. She fulfilled the assignments in a rather simple fashion. She recognized her need for teacher direction at the beginning of the course. However, she enjoyed having increasing responsibility for directing her own class activities and was proud of her self-direction during the final stage of the class. She made definite progress in working on her own.
- S. joined the class with a minimal amount of self-confidence in her abilities. The painful aspect of her condition was that she was exceedingly bright, a very clear thinker, remarkably talented in art, and very attractive--if a bit chubby. Her own self-deprecation was the single stumbling block in her class progress. However, despite this sensitive issue, she gradually, unbeknownst even to herself until the end of the course, began to take on more of her own directing. I discovered that, in her attempts to work on her own, she needed questions answered and reassurance but not sur-



veillance. She needed to work privately. She elected to do her project with another student, and in doing so took her share of the responsibility for organizing, working on, and completing the work. The major area of growth in self-direction for Sydney came in her increase in self-acceptance and the carrying out of a project she helped design.

- Y. started the class clearly interested in learning about the salt marsh. She followed the directions given at the beginning of the course and was very thorough in her work. As the course allotted more time for individual direction, she readily provided her own. Her final project was done jointly with another student and was done well with a creative, original touch. Yvonne responded fully to the increased amount of student-direction encouraged by the structure of the course. She used the teacher as a resource person and worked well at school and home to complete the project on time.
- H. had a rather accurate view of her own ability to be self-directed. She started the class with enthusiasm and fulfilled the class assignments. As the source for structure began to shift from the teacher to the student, Helen responded in some ways with her own direction and in other ways she fell behind. She would be fully involved in class discussions and on field trips. But when homework was necessary, she was lacking in sufficient self-direction. She, however, was able to recognize that while she learned about the salt marsh, she would have learned more if she had pushed herself. Her growth in self-direction was visible, but far from paramount.

#### Question No. 4

Does This Model Seem to Be a Sound One  
for Helping to Develop Self-Direction in Learning?

answered by:

- outside observers
- team teacher

#### Outside Observers' Input to the Question (through taped interviews):

1. After reading about this model and seeing it in action, what is your opinion of whether or not it is effective in aiding students develop self-direction?



Sargent I felt that it was a very good thing in that I was particularly interested in the structure of the course which allowed for certain individual growth, although I don't know the individuals well enough to be able to say whether they did indeed grow within that course. But I felt that because at the beginning of the class the questions asked and the assignments given were pretty specific in asking the student to write or make entries in his journal about very specific things. There was a map reading lesson in which they were asked to look for very specific things on the map. At the end of the course they were working on individual projects on topics of their own choosing. I think that the students were aware of the progression from structured assignments in the beginning of the course.

Hardy I'm very enthusiastic about it. I think it's rubbed off on other teachers in the school. We've attempted to utilize it in a large way with students in the school. And I think it has real potential for teachers.

2. Would you say that this model would be helpful for a teacher in another situation: either in an alternative school or a regular classroom?

Sargent Oh yes, I would think so because almost any subject could be set up this way, with structured assignments and questions at the beginning leading to more open-ended topics towards the end. And I think that, although it's ideal for working with students in a small group, that it could work with bigger groups quite well.

Hardy Yes, I don't think it makes any difference whether you are in an alternative school or not. The emphasis is on particular skills and techniques by a teacher to work with children. And the setting, the location of the classroom, is immaterial. The point is that the teacher has the skills and can apply them in a variety of situations, that teacher is going to be successful.

3. What about the portion of the model that describes human relations skills? Do you think that this aspect is extraneous to self-direction?

Sargent Oh, not at all, because I think that any of that kind of activity indicates to the student that the teacher is interested in the student and any opportunity which is informal so that there is give and take and involves the student raises the motivation of the student to learn about that subject. And particularly when a teacher is sensitive to individual interest.

Hardy No, no I don't. I think kids need encouragement. Kids need a great deal of support, particularly when they're, in a sense,

breaking away from the style of learning that is traditional. That is, most kids are told what to do; they are given assignments and that's the norm for learning in most public schools and most private schools. And to do something different calls for a good deal of support, and that support comes in a variety of ways; from providing feedback, making the kids feel safe and secure and relaxed. And, in fact, I think that that's the heart of self-direction.

Team Teacher's Input to the Question (for Miscellaney course through taped interview):

1. After reading about this model and seeing it in action, what is your opinion of whether or not it is effective in aiding students develop self-direction?

I think that it's wonderful. I think...ironically, I think I found myself using the model to a certain extent as a teacher before I was even aware of it being a model. Starting large classrooms with 35 to 37 students, working all together in a very directed way and towards the end of the year moving to working more in groups. So, I think that maybe some teachers are doing this without knowing what they're doing. I think that I was doing that, not knowing that I was doing it, and finding that it did work. The stages that had been set forth in this model were tremendously helpful to me in planning curriculum. Later on, in the next year, and even in looking at curriculum for this year's coming courses, I think of the model because it was really remarkable how well students were able to be more self-directed.

2. Would you say that this model would be helpful for a teacher in another situation: either in an alternative school or a regular classroom?

I guess the only place I would hesitate at all. . . . I think it would be very difficult for a single who hadn't had a lot of training to take the model and use it with a very large class. I think that they might be able to go from a very authoritarian sort of start and maybe work to small groups, but I think it would be very difficult for a teacher, without a lot of training, to move on to a contractual sort of thing. But I think after awhile, if a teacher worked for a while and was really well steeped in the human relations skills and in the technique, that that might be a possibility. But I think that it would work much more successfully for a less experienced teacher in a small group than in a large classroom situation.

3. What about the portion of the model that describes human relations skills? Do you think that this aspect is extraneous to self-direction?

I guess I found that to be the way I learned the most in this experience of teaching the class with Alice, because I can see how important the human relations skills were to being able to move the model along. I think that Alice's human relations skills prevent any hostility or sort of extraneous teacher-student relationship problems from getting in the way of the whole thing. And I think that sort of thing is intensely important in allowing the teacher to become a resource person as opposed to an authoritarian. Almost any teacher can be authoritarian, but it's real hard to step out of that authoritarian role without complete respect that's engendered by a lot of the human relations skills. And there's a lot of . . . the listening, just allowing the students to feel comfortable, all that I think is very important to allowing them to feel comfortable with self-direction. I think they need a lot of security to be able to move towards that self-direction, a lot of feeling good about themselves, to have the security to be able to act according to what they want to do, feeling good about how they are learning.

### Two Case Studies

The two students were selected for case studies to represent a variety of factors involved in the presentation of this model: sex, age, academic ability, self-regard, the course in which the student was a member, and the degree to which self-direction was developed.

The girl, Dawn, was fourteen years old and new to Tatnic and high school that term. She was academically oriented and bright. While she behaved in a self-confident manner, she was very open to direction at the beginning of the course and even somewhat nervous about moving toward more self-direction at the end of the course. She was a member of the fall class in Salt Marsh Studies. By the end of the course she was working independently quite well.

The boy, Marc, was sixteen years old and was in the third term of his third year at Tatnic. While Marc was a bright boy, he was not aca-

demically inclined. He was very creative in various artistic modes, but had an inherited learning disability which had made reading, writing, and math very difficult for him all through his schooling. Perhaps due partly to these difficulties and partly to coming from a broken home, Marc had rather low self-confidence. He was a member of the English course--Miscellaney. At the close of this class he had improved in his self-direction but acknowledged his continued need for teacher-direction.

On the first day of the Salt Marsh Studies class, Dawn showed definite interest in the course topic. Along with the other students, she needed a lot of encouragement to try the first journal assignment of writing a description of the salt marsh. Of all the students in the class, however, she wrote the most accurate, knowledgeable, and descriptive work. What she didn't know for sure, she seemed to have extrapolated from what she did know about the nearby beach eco-system. She wrote clearly and in considerably more depth than the other students. Her ability to think in this independent manner suggested that she would be able to do well on her own with the proper setting.

However, in her answer on the first questionnaire to the question of whether or not she was interested in increasing her own self-direction, she wrote, "No, I don't like to work by myself that much." This indicated to me, however, more of a misunderstanding of how self-directed learning would be implemented than a desire for continued full teacher direction. She answered the question of how do you work best by choosing the answer: "When the teacher presents material and a few choices to work on for that day." She explained that she chose this



answer because: "It's sorta in between all teacher directions and no directions at all."

For the first nine class sessions which made up the First Stage of the course, Dawn was an active class participant. She fulfilled the daily class assignments in considerable depth, with definite enthusiasm for the course topic shown in her writing. She demonstrated a solid understanding of the course material through her journal writings and class discussion. She did all the teacher-directed activities thoroughly and with interest. Occasionally she would need to be encouraged to go to the marsh--on overcast days or when her adolescent moodiness had crept in. But usually once she got involved she moved beyond her reluctance and was thoroughly involved.

During the next six class sessions of the second stage, which included diminished teacher-direction and increased student-directed activities, Dawn continued to do well in the course. She worked hard on her lists of common marsh plants and animals, needing little supervision from the teacher. Her journal writing continued to be both full and indicative of having a good understanding of the presented course material. She expressed her feelings quite clearly in the journal assignment which called for describing one's emotions when in the marsh. She was equally expressive in the second questionnaire which was given at the end of this stage. Following are her responses to the ten questions asked in this questionnaire at the end of the second stage.

I wanted to learn more of how the marshes work, what the ground was made of: grasses? sand? What some of the plants and animals were. I've learned a lot of that and hope to continue just that.

In the first journal writing I tried to make it seem like I knew a lot by adding some humor to the writing. If anyone ever read it who knew anything about a marsh they would probably see I didn't know much. Now if I wrote a description of a marsh I could be much more serious in my writing. The writing had given me more self-reliance.

I've learned an awful lot of information on plants and animals. That's what the class has been studying. I haven't done much self-direction and would like to work on that more during the projects we're going to do.

I think Alice gives a perfect amount of instruction each day. She's there to help me when I need it. Once in a while I complain about there being too much, but it's just because I'm lazy or not in the right kind of mood to write.

Alice is a very patient teacher. Sometimes others and myself find things very difficult to understand. She's willing to explain what's needed.

Sometimes I find it hard to concentrate because of the noise or the talking of one other person. Most of the time the class is very comfortable.

Once in awhile I get mad because I can't work when I need to, but most of the time everyone is very cooperative.

It's easier for me to work one-on-one with a teacher but I can work with the group too.

I think the timing of less direction is good. I'm a little worried about the projects because a lot of it will be self-direction.

These responses give the reader a rather good view of both Dawn's frankness and sense of self. She appears to be moderately accepting of, aware of, and knowledgeable about herself. She worked readily with the continuum found in the first two stages with its gradual movement from teacher to student direction.

The four class sessions of the third stage involved cooperative group activities--crossing the marsh and mapping it--and the beginnings of the independent project work. Dawn was an active member of the group

and she was able to draw a rather accurate map of the marsh area which her group had explored. True to her own self-description of not liking "to work alone that much," she arranged to have a partner for the project part of the course. They worked well together. From the very beginning of this portion of the course they were active in pursuing the needed information in class, at home and at the town library. During this stage Dawn seemed to know what she wanted to do and when she had any doubts or questions she never hesitated to ask for help or further direction. She seemed to enjoy working with this amount of self-direction.

For the last three days of the course, which made up what there was of a fourth stage, Dawn and her partner worked diligently on their project. They had selected marsh birds as their topic and narrowed that down to three: the egret, osprey, and herring gull. They both gathered information on these birds. Dawn painted watercolors of each bird, doing a very good job on each. With her partner, she papermached a life-size replica of a herring gull. She then made a nest for the bird, blew two chicken eggs clean, and painted them to look very realistically like gull eggs. They had completed their project by the last day and briefly presented it to the class where it was enthusiastically received.

Dawn's evaluation comment on their project follows:

The project itself was nice. It could have been done using more information on each bird. I would like to do something different the next project I do.

Here again her comments reflect both a frankness and a self-acceptance. She was able to see both the strengths and weaknesses in the project she

had completed and to see that she was personally ready to move on to a different type of project in the future. In talking with her after she had written the above, she explained to me that using her talent in art was something that she did frequently and now she felt like she was ready to do more written work in her class projects.

In the final Questionnaire given on the last day of class, Dawn rated herself as definitely growing in self-direction. Her responses to the four questions on the topic of developing self-direction are as follows:

I am self-directed because I can do things on my own pretty much. I guess fooling around in class doesn't tempt me that much.

Sometimes it's hard for me to get started and concentrate. Then I need a teacher to say, "Look, you've got to get working!"

I don't think the class as a whole became self-directed very much at all. It seemed like a lot of people still need a lot of help even on the projects.

I think the amount of teacher direction was perfect for me.

Again Dawn demonstrates her self-acceptance and self-knowledge through these responses. She knows and accepts that sometimes she needs the teacher's help to get going on her work. She is aware of her own self-direction and ability to avoid "fooling around in class."

On the whole, Dawn does provide an illustration of a student moving successfully within the framework of one course from teacher-directed activities to student-directed activities. While she was not completely self-directed at the end of the course, she certainly was able to work very well on her own and shows clear growth in this area from the begin-



of the term.

Marc read and wrote considerably below his age level. He has difficulty throughout his schooling in both English skills and math. Three of the five children in his family had inherited the same learning disability. Marc, quite understandably, had a low self-concept in academic areas as his difficulty in reading and writing and math made work onerous in most scholastic subjects. His artistic expression in such mediums as clay, cartooning, drawing, and crafts, was well above most of the other students in the school. In addition, he had a delightful sense of timing in humorous dramatic productions and spontaneous skits. But even in the areas in which Marc clearly displayed a definite talent, he often responded impatiently when faced with difficulty. In the classroom he would stubbornly refuse to attempt an assignment or complete one already started if it did not catch his interest or it appeared to be too difficult. Marc seemed to try to protect himself from failure by refusing to try things. Successfully moving him beyond this reaction to class assignments had proven to be a very delicate process throughout the years he had been at Tatnic. Insisting that he give the assignment a try sometimes worked and sometimes it made him still more stubborn in his refusal. Sometimes ignoring his initial refusal provided him needed room to change his behavior--sometimes it just provided an opportunity to do nothing. It was never an easy task to read which response to Marc would prove best.

On the first day of the Miscellaney class Marc willingly filled out the questionnaire. He took the task seriously and moved from a comfortable chair to a nearby table in order to work with greater concentra-

tion. However, the teachers watched him closely at first as he had a long history of being easily distracted in addition to having a very difficult time with English. The teachers wanted to make sure that the change in seats was a well-intentioned one rather than one of avoidance. His completed questionnaire and the attention he paid to his work bore out his serious intents.

In this first questionnaire he enthusiastically indicated that he was interested in increasing his own self-direction. The reason he gave was very appropriate: "I do a lot of crafty things that I only get half done because I get off track." This answer clearly gives a picture of Marc's remarkable frankness in looking at his work pattern. While he did not speak or write about his strengths with the same clarity and frankness, he did recognize and honestly accept the difficulty he had in self-direction.

Equally as frank, he wrote that he took the course only because it was required. (The State requires that every student take four years of English in order to graduate.) Yet, he still had the goals of improving his spelling and reading. In three different answers he stated that he would not take the class if it were not required, leaving no doubt about his liking for the course. He also indirectly indicated in his answer to the question about one's feelings toward the group or an individual that he had some definite negative feelings. Like Dawn, he, too, said that he worked best in class when "the teacher presents material and a few choices to work on for that day," though he gave no reason for his answer.

For the first eleven class sessions which made up the First Stage

of the course Marc participated with mixed involvement. Some days he would work well with the course structure and other days he would need special attention to get anything done. He seemed to bring along a mental framework for the day: sometimes it was cooperative, sometimes not. If, on the days he came to class uncooperative, the teachers were able to time their interventions well and choose the appropriate approach, they could help him move beyond his stubborn refusal to work. This can be seen in the following example:

On the second day of class Marc protested the short story reading assignment given to the class for the purpose of measuring reading speed and comprehension. Such activities were not his forte. He was rocking noisily in the rocking chair from which he refused to move. Linda tried to get him to move to another chair without negotiating first and he got stubborn. She brought in another chair for him to sit on. But then she saw how he had become stubborn and pushed it no further. She had put his copy of the short story on the new chair, but realizing he was not going to read it if it remained there, she moved the whole set-up, chair and all, next to him. Left alone, he did read the story and answer the questions. The rest of the class was in a working mood and he seemed influenced by that. While he read the work slowly, he did understand the story. He answered all the questions accurately though he paid no attention to the inferential meaning involved in the tale.

But there were also times when the timing or type of interventions to one of his refusals did not work. On the third day of class he successfully completed the first activity of the period which was a journal assignment. The second activity was reading a short story which

would be discussed by the group afterwards. Marc had read this short story the previous year and refused to read it again, even though he could remember little of it. He read only a small portion of it before he refused to read any further and no amount of coaxing would make any difference. So the teachers ignored him while the others read.

Yet, on other days he would go along with the assigned topic and work as a regular member of the class. The journal topics dealing with oneself seemed valuable in providing him with something on which he could easily write. He did very little reading at home even though it was assigned. What reading he did do occurred mostly in the first two stages of the course when the teachers were keeping closer watch on each student and giving more specific assignments than in later stages.

In the second stage, Marc generally did his work in class--journal assignments, newspaper writing, and reading. He did not do the amount of reading at home which was assigned because he could not get himself to do it. In answering the second questionnaire which looked back over the first two stages of the course, Marc indicated that he thought he was "working well on reading and writing" but needed a lot more work on his spelling. The journal assignments seemed to be effective as he wrote: "I think you are giving good topics to write about. I think I'm getting the knack of getting my thoughts and ideas down on paper and arranging them to make a story."

He indicated that he would like more choice in reading and writing because, as he put it: "I would like to write and read things that I want to do because I do them better." Yet he also frankly stated that he was not self-directed, that he got off track too easily. "By the



time I get myself down to work I only have a few minutes left to get anything done."

Marc recognized that he did his work better if he had more choice in the topic. He also recognized that often he could not get himself down to work without the teacher's supervision, that he had little self-direction. Yet, he felt that he had improved in some of his English skills which was an important awareness on his part. To recognize and accept a growth in English was valuable for Marc who had a rather low self-regard in this subject.

Stages three and four involved working with individual contracts. Marc's contract included some work on his own (journal writing and reading), and some work with groups (speed writing and newspaper writing). With the daily structure provided by his own contract and occasional special attention from the teachers in making the journal topic interesting to him, Marc was able to work moderately well for this portion of the class. Of all the students, Marc knew most clearly that the learning activity had to be relevant or of interest for his most effective work. He was the only student who made up his own journal topic when students were given the third choice of creating their own topic. He left off completely in reading at home by the last stage of the course which indicated that more teacher-direction was still necessary. He accomplished what was in his contract for class time work, but out of class he was not able to continue reading on his own.

Marc writes with a clear and honest perception of himself in the final questionnaire. While he indicated on the scale showing development in self-direction that he had moved considerably from teacher di-

rection, he did not place himself in the area of complete self-direction. He realistically wrote the following:

I'm not totally self-directed. I have a hard time getting down to work and I need the teachers' help. But when I get going I can follow through if I don't get side tracked.

I can't remember too well about the beginning of the class, but I think I've improved a good deal in my reading and writing.

The structure of the class was set up well and it had my interest because I like the things I did and the books I read. I was very comfortable in the class because I liked the group of kids I worked with. I felt I learned a great deal about myself and my abilities. I enjoyed the class very much.

Alice and Linda

I thought you were very helpful to me at hard times in this and other classes and when you listen to a student talk you give he or she your full attention.

Marc made several major changes during the course of the class. At the beginning of the course he did not even want to take the class and at the end he stated that he enjoyed the class. At the beginning he indicated that he had negative feelings about some members of the group and at the end of the course wrote that he liked the group of kids with which he worked. His answers to the questions on the short story read at the beginning of the course were technically correct but did not deal at all with the deeper meaning in the story. However, his written answers to the questions on a short story given at the end of the class did respond to the larger meaning presented in that story. Thus he indicated a development in his inferential reading ability.

In summary, Marc provides an illustration of a student developing in certain ways over the course of the term; a student for whom self-

direction is not an easy task. As the teachers used human relations skills and the structure continuum, with its decreasing teacher direction and its increasing student direction, Marc was able to improve in some of his English skills and able to move from disliking the course to enjoying. He had a long way to go in the area of self-direction at the end of the course. But he had made major gains in his attitude and his skills which indicated that the model used was of definite benefit for his development.





